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REPORT OF A CONFERENCE
ON
SECONDARY EDUCATION

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REPORT OF A CONFERENCE III

ON

SECONDARY EDUCATION

CONVENED BY THE

VICE-CHANCELLOR OF THE UNIVERSITY OF CAMBRIDGE

AND HELD IN

THE SENATE-HOUSE, CAMBRIDGE

21 and 22 April 1896

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AT THE UNIVERSITY PRESS.

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INTRODUCTORY NOTE.

The following Grace passed the Senate of the University of Cambridge on 12 December 1895 :

“That the Vice-Chancellor be authorised to invite, on behalf of the University, representatives of the chief educational authorities and institutions in England to meet at Cambridge in the ensuing Long Vacation in order to confer on questions arising out of the Report of the Royal Commission on Secondary Education ; that the Vice-Chancellor be authorised to fix the date of the Conference ; and that the Council of the Senate be authorised to make the necessary arrangements.”

The following supplementary Graces passed the Senate on 30 January 1896, and 27 February 1896, respectively :

“That the Conference on Secondary Education authorised by Grace 1 of 12 December 1895 to be held in the Long Vacation 1896 be held instead during the month of April 1896” ;

“That the use of the Senate House be granted for the Conference on Secondary Education to be held on April 21 and 22, 1896.”

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REPORT

OF THE

CONFERENCE ON SECONDARY EDUCATION

HELD AT CAMBRIDGE

21 & 22 APRIL 1896

LIST OF THE MEMBERS OF THE CONFERENCE

THE VICE-CHANCELLOR.

Representatives of the University of Cambridge.

Dr Jebb, M.P., Regius Professor of Greek.

The Rev. Dr Butler, Master of Trinity College.

Dr Peile, Master of Christ's College.

Dr D. MacAlister.

Dr Sidgwick, Knightbridge Professor.

Dr Jackson.

Mr O. Browning.

Mr E. J. Gross.

Dr Keynes

Mr R. D. Roberts } *Honorary Secretaries of the Conference.*

Representatives of the University of Oxford.

The Rev. Dr Magrath, Vice-Chancellor

The Rev. Dr Fowler, President of Corpus Christi College.

The Rev. Dr Wilson, Warden of Keble College.

*Dr Burdon Sanderson, Regius Professor of Medicine.

Mr H. T. Gerrans

The Rev. J. R. King.

Mr W. W. Fisher.

The Rev. T. H. Grose.

Mr A. Sidgwick.

Mr C. Cannan.

* Unable to attend the Conference.

Representatives of the University of Durham.

The Rev. H. P. Gurney, Principal of the Durham College of Science, Newcastle-on-Tyne.

The Rev. Dr Kynaston, Professor of Greek and Canon of Durham.

The Rev. Dr Pearce.

The Rev. Dr Robertson, Principal of Bishop Hatfield's Hall.

Professor M. R. Wright, Durham College of Science, Newcastle-on-Tyne.

Representatives of the University of London.

Mr James Anstie, Q.C.

Mr E. H. Busk.

Dr J. G. Fitch.

The Rev. Dr Holden.

Sir Philip Magnus.

Representatives of the Victoria University.

Dr N. Bodington, Principal of the Yorkshire College, Leeds.

Mr J. E. King, Manchester Grammar School.

Professor Smithells, Yorkshire College, Leeds.

Professor Wilkins, Owens College, Manchester.

The Rev. W. H. Woodward, University College, Liverpool.

Representatives of the University of Wales.

Mr A. C. Humphreys-Owen, M.P.

Mr Owen Owen, High School, Oswestry.

Mr W. Glynn Williams, Friars' School, Bangor.

Representatives of the Education Department.

Sir G. W. Kekewich, K.C.B.

Mr M. E. Sadler.

Representative of the Department of Science and Art South Kensington.

Captain Abney, C.B., F.R.S.

Representatives of the Charity Commission.

Sir Henry Longley, K.C.B. (*Chief Commissioner*).

Mr Douglas C. Richmond (*Commissioner*).

Mr D. R. Fearon, C.B., (*Secretary*).

Representatives of the Civil Service Commission.

Mr J. Hennell.

Mr E. B. Sargant.

Representatives of Technical Education Boards or Technical Instruction Committees of County Councils.

Cambridgeshire: The Rev. G. B. Finch.

Durham: Mr Alderman G. H. Baines (*Chairman*).

Essex: Mr E. A. Fitch.

Kent: Mr F. Wingent.

Lancashire: Mr T. Snape (*Chairman*).

London: Mr Sidney Webb (*Chairman*).

*Mr R. Melvill Beachcroft (*Vice-Chairman*).

Dr Garnett (*Secretary*).

Manchester: *Mr Alderman Hoy, J.P.

Norfolk: Mr H. Lee Warner (*Chairman*)

Northamptonshire: Mr W. Hirst Simpson.

Northumberland: Mr Alderman W. Hudspith, J.P. (*Chairman*).

Somerset: Mr C. H. Bothamley.

Staffordshire: Mr F. E. Kitchener (*Chairman*).

Surrey: The Rev. R. H. Borradaile.

West Riding of Yorkshire: Mr W. V. Dixon (*Clerk*).

Representatives of the County Councils Association.

Mr T. Cope.

*Mr E. E. Dymond.

Representatives of School Boards.

Birmingham: The Rev. E. F. M. MacCarthy (*Vice-Chairman*)

Bradford: The Very Rev. Canon Simpson (*Vice-Chairman*).

Gateshead: The Rev. Canon Moore Ede (*Chairman*).

Liverpool: The Rev. Canon Major Lester (*Chairman*).

Leeds: The Rev. J. Longbottom.

London: Mr J. R. Diggle.

Mr Graham Wallas.

Manchester: *Mr E. J. Broadfield (*Vice-Chairman*).

Norwich: Mr G. White (*Chairman*).

Sheffield: Mr J. Newton Coombe (*Chairman*).

Representatives of the Association of School Boards.

The Rev. Dr Bruce.

Mr S. Theodore Mander.

Mr C. H. Wyatt (*Hon. Sec.*).

Representatives of City Companies.

Clothworkers' Company: Mr J. E. Horne.

Drapers' Company: The Rev. Dr Boyd, Principal of Hertford College, Oxford.

* Unable to attend the Conference.

Goldsmiths' Company: Mr R. G. C. Mowbray.
Grocers' Company: Mr J. R. Drake (*Master*).
Haberdashers' Company: The Rev. C. N. Edgington.
Mercers' Company: The Rev. M. J. Sutton (*Master*).
Merchant Taylors' Company: Mr G. Baker.

Representatives of the Headmasters' Conference.

The Rev. G. C. Bell, Marlborough College.
 The Rev. Dr James, Rugby School.
 The Rev. W. H. Keeling, Bradford Grammar School.
 The Rev. R. S. de C. Laffan, Cheltenham College.
 The Rev. H. W. Moss, Shrewsbury School.
 *Mr J. S. Phillpotts, Bedford School.
 The Rev. A. R. Vardy, King Edward's School, Birmingham.
 The Rev. J. E. C. Welldon, Harrow School.

Representatives of the Incorporated Association of Headmasters.

Mr G. D. Dakyns, Grammar School, Morpeth.
 Mr Easterbrook, Owen's School, Islington.
 The Rev. Canon Fowler, Grammar School, Lincoln.
 The Rev. C. G. Gull, Grocers' Company's School, Hackney Downs.
 Dr Scott, Parmiter's School, Victoria Park, London (*Hon. Sec.*).
 The Rev. E. Senior, Royal Grammar School, Sheffield.
 The Rev. R. D. Swallow, Grammar School, Chigwell.
 The Rev. J. Went, Wyggeston School, Leicester.

Representatives of the Association of Headmistresses of Endowed and Proprietary Schools.

Miss Jones, Notting Hill High School (*Deputy President*).
 Miss Belcher, Bedford High School.
 Miss Connolly, Haberdashers' School, Hatcham
 Miss Day, Manchester High School.
 Miss F. Gadesden, Blackheath High School.
 Miss Ottley, Worcester High School.
 Mrs Woodhouse, Sheffield High School.

Representatives of the Teachers' Guild.

Mr H. Courthope Bowen.
 Miss A. J. Cooper.
 Mr H. B. Garrod (*Gen. Sec.*).
 Miss Marian Green.
 Professor W. H. H. Hudson, King's College, London.

* Unable to attend the Conference.

Representatives of the College of Preceptors.

Mr H. W. Eve, University College School (*Dean*).

Mr E. E. Pinches (*Treasurer*).

Mr Lewis Sergeant.

Mr J. Stewart, Arnold House School, Hastings.

Mr G. Brown, S. John's College, Green Lanes, N.

Representative of the Midland Association of Headmasters.

Mr R. Deakin, King Edward's School, Stourbridge.

Representatives of the Private Schools' Association.

Mr A. Millar Inglis, Maidenhead College (*President*).

The Rev. J. O. Bevan (*Vice-President*).

Miss S. Allen-Olney.

Mr J. Bayley, Wellington College, Salop.

Representative of the Preparatory Schools' Association.

The Rev. H. Bull.

Representatives of the Assistant Masters' Association.

Mr S. R. Hart, Grammar School, Bedford.

Mr J. W. Longsdon, Lecturer to the Surrey County Council.

Mr J. Montgomery, Parmiter's School (*Hon. Sec.*).

Representatives of the Assistant Mistresses' Association.

Mrs Withiel (*President*).

Miss Lumby.

Mrs Pollard.

Representatives of the London Society for the Extension of University Teaching.

The Right Rev. the Lord Bishop of Stepney.

Mrs Fawcett.

Representative of the University Association of Women Teachers.

Miss Chamney.

Representative of the Association for the Education of Women, Oxford.

Miss Soulsby, High School for Girls, Oxford

Representatives of the National Union of Teachers.

Mr E. Gray, M.P.

Mr T. J. Macnamara (*President*).

Mr C. Bowden.

Representatives of the Association of Head Masters of Higher Grade and Organised Science Schools.

Mr J. Bidgood, Higher Grade School, Gateshead (*President*).
Mr W. Dyche, Higher Grade School, Halifax (*Hon. Sec.*).

Representatives of the Association of Directors and Organising Secretaries for Technical and Secondary Education.

Mr J. H. Reynolds (*Chairman*).
Mr H. Macan (*Hon. Sec.*).

Representatives of the National Association for the Promotion of Technical and Secondary Education.

Sir Owen Roberts.
Mr F. Oldman (*Secretary*).

Representatives of the Association of Technical Institutions.

The Right Hon. A. J. Mundella, M.P. (*President*).
Prof. J. Wertheimer (*Hon. Sec.*).

Representative of the Royal Agricultural Society of England.

Mr E. Clarke (*Secretary*).

Representatives of the Association of Chambers of Commerce of the United Kingdom.

Sir Albert K. Rollit, M.P. (*President*).
Sir Alfred S. Haslam.

Representative of the London Chamber of Commerce.

Mr G. N. Hooper.

Representative of the Society of Arts.

Sir H. T. Wood (*Secretary*).

Representative of the Educational Committee of the Co-operative Union.

Mr J. C. Gray (*General Secretary*).

Members of the Royal Commission on Secondary Education.

The Right Hon. James Bryce, M.P. (*Chairman*).
The Very Rev. Dr Maclure, Dean of Manchester.
Sir H. E. Roscoe.
Dr Wormell.
Mr H. Hobhouse, M.P.
Mr H. Llewellyn Smith.

Mr J. H. Yoxall, M.P.
 Mrs Bryant, D.Sc.
 Mrs Sidgwick, Principal of Newnham College.

The Right Hon. Sir J. E. Gorst, M.P.
 Mrs Armitage.
 The Rev. Dr Atkinson, Master of Clare College.
 Mr H. C. Barnes-Lawrence, Head Master of the Perse Grammar School.
 Miss Beale, Principal of the Ladies' College, Cheltenham, and President of the Association of Head Mistresses of Endowed and Proprietary Schools.
 Mr A. Berry.
 Mr C. W. Bourne, Head Master of King's College School, London.
 The Hon. W. N. Bruce (*Secretary of the Royal Commission on Secondary Education*).
 Mr A. J. Butler.
 Miss M. M. Calder.
 The Rev. Dr Campion, President of Queens' College.
 The Rev. A. T. Chapman.
 Mr W. Chawner, Master of Emmanuel College.
 Mr J. W. Clark, Registry of the University.
 The Rev. Dr Cunningham.
 Mr A. W. W. Dale.
 Miss Emily Davies.
 The Rev. J. Ll. Davies.
 Mr J. J. Findlay.
 Mr J. H. Flather.
 Miss Gladstone.
 Mr R. T. Glazebrook.
 Miss M. E. Hargood.
 Dr Hicks, Principal of Firth College, Sheffield.
 Mr J. C. Horobin, Principal of Homerton New College.
 Miss Hughes, Principal of the Cambridge Teachers' College.
 Miss C. L. Kennedy.
 Miss J. E. Kennedy.
 Miss M. G. Kennedy.
 Dr Kimmins.
 The Rev. Dr Kirkpatrick, Regius Professor of Hebrew.
 Mrs Kitchener.
 The Rev. H. Latham, Master of Trinity Hall.
 The Rev. Dr Lawrence.
 Mrs Lee Warner.

Professor W. J. Lewis.
 The Rev. Dr Lowe, Provost of Lancing College.
 Miss Maynard, Mistress of Westfield College, Hampstead.
 Mr W. L. Mollison.
 Mr R. L. Morant.
 Mr C. Lloyd Morgan, Principal of University College, Bristol.
 Mr F. W. H. Myers.
 Miss Penrose, Principal of Bedford College, London.
 The Rev. C. A. E. Pollock.
 The Rev. Dr Porter, Master of Peterhouse.
 Dr J. S. Reid.
 Miss Rigg, Principal of the Mary Datchelor Training College.
 The Rev. J. Robertson.
 The Rev. Dr Robinson, Master of St Catharine's College.
 Dr H. J. Roby.
 The Rev. A. Rose.
 The Rev. T. J. Sanderson.
 The Rev. Canon Savage.
 Miss M. Shaw Lefevre.
 Mr A. Sperling, J.P.
 Mr F. Storr.
 Miss Street, Head Mistress of the Perse High School for Girls.
 The Very Rev. Dr Stubbs, Dean of Ely.
 Mr Sedley Taylor.
 Dr Verrall.
 Miss Welsh, Mistress of Girton College.
 The Rev. J. R. Wilson.
 Miss A. Woods, Principal of the Maria Grey Training College.
 Miss Wordsworth, Principal of Lady Margaret Hall, Oxford.
 Mr R. T. Wright.

The Colleges of the University, and Girton and Newnham Colleges, as well as individual members of the University and others, received as guests the visitors attending the Conference.

The following were unable to accept invitations to the Conference :—

The Right Hon. Lord Walsingham, High Steward of the University.
 The Lord Lieutenant of Cambridgeshire.
 The Most Hon. the Marquess of Ripon.
 The Right Hon. the Earl of Kimberley.
 The Right Hon. Lord Belper.
 The Right Hon. Lord Playfair.
 The Right Hon. Lord Reay.
 The Right Rev. the Lord Bishop of London.
 The Right Rev. the Lord Bishop of Ely.
 The Right Rev. the Lord Bishop of Hereford.
 The Right Hon. A. H. D. Acland, M.P.
 The Right Hon. Sir W. H. Dyke, M.P.
 Lady Frederick Cavendish.
 Lord Edmond Fitzmaurice.
 The Rev. Dr E. A. Abbott.
 Mr G. J. Cockburn.
 Miss Dale.
 The Rev. Canon Daniel.
 The Principal of the Technical and University Extension College, Exeter.
 The Rev. Dr Fairbairn.
 Mr C. Fenwick, M.P.
 The Fishmongers' Company.
 The Master of Haileybury College.
 Sir J. T. Hibbert, K.C.B.
 The Principal of the Royal Holloway College.
 Mrs Glynne Jones.
 The Principal of King's College, London.
 Sir W. Markby.
 Mr P. E. Matheson.
 The Rev. Dr Moulton.
 The Principal of University College, Nottingham.
 The Principal of University Extension College, Reading.
 The Rev. T. W. Sharpe, C.B.
 The Skinners' Company.
 The Principal of Somerville College, Oxford.
 The Hon. E. Lyulph Stanley.
 Mr J. Stuart, M.P.
 Professor Sully.
 The President of University College, London.

RESOLUTIONS SUBMITTED AT THE CONFERENCE

FIRST SESSION ON TUESDAY, APRIL 21, AT 2.30 P.M.

RESOLUTION I.—Proposed by the Rev. Dr MAGRATH, Vice-Chancellor of the University of Oxford, and seconded by Dr J. G. FITCH:

“That this Conference, before proceeding to the consideration of matters of detail, desires to express its general approval of the scheme set forth in the Report of the Royal Commission on Secondary Education, and would welcome the passing of legislative measures in general accordance with the recommendations therein contained.”

RESOLUTION II.—Proposed by the Rev. W. H. KEELING, Head Master of Bradford Grammar School, and seconded by Mr F. E. KITCHENER, Chairman of the Technical Instruction Committee of the Staffordshire County Council:

“That this Conference approves of the establishment of Local Authorities for Secondary Education with functions such as those assigned to Local Authorities in the Report of the Commission, a majority at least of the members being appointed by County Councils in the case of Counties and a part at least by Borough Councils in the case of County Boroughs.”

RESOLUTION III.—Proposed by Dr JEBB, M.P., and seconded by Miss BEALE, Principal of the Ladies' College, Cheltenham, and President of the Association of Head Mistresses of Endowed and Proprietary Schools:

“That, in the opinion of this Conference, if Local Authorities are established for Secondary Education, it is of the utmost importance that a Central Authority for Secondary Education should also be established, constituting a distinct branch of the Central Educational Authority and including an Educational Council with functions such as those suggested in the Report of the Commission.”

RESOLUTION IV.—Proposed by the Rev. Dr BUTLER, Master of Trinity College, and seconded by the Rev. H. W. MOSS, Head Master of Shrewsbury School:

“That, in the opinion of this Conference, whatever changes may be made in reference to the organisation of English Secondary Education, the freedom, variety, and elasticity which have hitherto characterised it should be carefully preserved.”

SECOND SESSION ON WEDNESDAY, APRIL 22, AT 10 A.M.

RESOLUTION V.—Proposed by the Rev. G. C. BELL, Head Master of Marlborough College, and seconded by Mr LEE WARNER, Chairman of the Technical Instruction Committee of the Norfolk County Council:

“That, in the opinion of this Conference, it is desirable that, in the case both of the Central Authority and of the Local Authority, provision should be made for including as members persons who have had practical experience as Teachers in Secondary Schools.”

RESOLUTION VI.—Proposed by Dr H. J. ROBY, and seconded by Dr SCOTT, Head Master of Parmiter's School :

“That, in the opinion of this Conference, legislation for the formation of an authoritative Register of persons qualified to teach in Secondary Schools is of urgent importance.”

RESOLUTION VII.—Proposed by Mr A. SIDGWICK, and seconded by Miss DAY, Head Mistress of the Manchester High School for Girls :

“That, in the opinion of this Conference, no scheme for the organisation of Secondary Education will be complete which does not recognise the advantage of ensuring the Professional Training of Teachers in Secondary Schools.”

RESOLUTION VIII.—Proposed by Mr H. W. EVE, Head Master of University College School, and Dean of the College of Preceptors, and seconded by Dr WORMELL, Head Master of the Central Foundation School, and Chairman of the Incorporated Association of Head Masters :

“That, in the opinion of this Conference, efficient Proprietary and Private Schools should receive adequate recognition and protection.”

Owing to the short time at the disposal of the Conference, it was felt necessary to limit the time allotted to the discussion of each Resolution to about three-quarters of an hour, the proposer being allowed eight minutes and subsequent speakers five minutes each.

For the same reason, it was decided not to allow amendments other than the Previous Question in the form “That the Conference, instead of voting on the Resolution proposed, proceed to the next business.”

FIRST SESSION OF THE CONFERENCE

held in the Senate House on Tuesday 21 April 1896
at 2.30 p.m.

The Chair was taken by the Vice-Chancellor (Mr CHARLES SMITH, Master of Sidney Sussex College).

The VICE-CHANCELLOR: Ladies and Gentlemen, we had hoped that the interest of this meeting would have been enhanced by its being presided over by our Chancellor, the Duke of Devonshire. The great interest which the Duke of Devonshire takes in all educational questions is well known, and his experience and ability in the conduct of public meetings would have given increased value to his presence in the Chair. It was, therefore, with very great regret that we learned yesterday by telegraph that he would be unable to come. This morning I have received a letter which I will now proceed to read:

“MY DEAR VICE-CHANCELLOR,

I regret extremely that on my return here I find some rather important business requiring immediate attention, which will make it impossible for me to be absent from London to-morrow. I presume that you will preside over the Conference in my absence and I hope that you will express my extreme regret at not being able to welcome the Delegates to the University and at being unable to be present at the discussion of the important and interesting questions which will come under the consideration of the Conference.

I remain,

Yours sincerely,

DEVONSHIRE.”

In the absence of the Chancellor it is my duty to offer, on behalf of the University, a hearty welcome to all those who have done us the honour to accept our invitation to attend this Conference. For many years past the ancient Universities of Oxford and Cambridge have not only carried on with ever increasing energy and success within their own borders their work of education, religion, learning, and research, but they have also helped forward the cause of Secondary Education outside their own limits by means of the Local Examinations and the Examinations of the Oxford and Cambridge Joint Board, and also by the establishment of what are called University Extension Lectures. It is, therefore, natural that they should take the lead in the calling together of such gatherings as these; and as the Royal Commission on Secondary Education was the direct outcome of the important Conference held at Oxford in 1893, it is particularly appropriate that a Conference which is to consider questions arising out of the Report of that Commission should be held at the sister University of Cambridge.

When the Conference was first determined upon, it was not known whether the Government proposed to legislate upon Secondary Education in this session or not, and one of the purposes which it was hoped this Conference would serve was that of giving public expression to the opinion so generally and strongly entertained amongst those interested in Secondary Education that speedy legislation on the lines of the Commissioners' Report was of the utmost importance.

We find ourselves, however, in a different position, since the proposals of the Government as set forth in the Bills introduced by Sir John Gorst are now before the country. The discussion upon the Resolutions to be submitted to the Conference will necessarily be affected by that fact; but it is hoped that this will add to, rather than diminish, the interest of the meetings.

The Committee of Arrangements in considering the procedure to be followed at this Conference were in some doubt as to whether it was desirable that resolutions should

be voted upon or not. As, however, a large number of Associations interested in Secondary Education had passed resolutions in the main favourable to the Report of the Royal Commission on Secondary Education, it seemed desirable to endeavour to make clear the points upon which there seemed to be general agreement. The Committee, therefore, eventually decided to submit the resolutions which will be moved and seconded in due course. As the time at the disposal of the Conference for discussion is so limited it is thought best that no amendments should be admitted except in the form set out on the sheets sent round, namely, "That the Conference, instead of voting on the resolution proposed, proceed to the next business." The Committee thought that the members of the Conference might feel that it would not be desirable to vote upon some particular resolution or possibly upon any of the resolutions; and this affords a simple way in which the Conference may decide whether it will or will not vote upon the resolutions which will be submitted to it. The Committee of Arrangements trust that if the members of the Conference feel strongly in any case that it would be wiser not to put the resolution to the vote they will have no hesitation in supporting the previous question.

In deciding upon the resolutions to be submitted to the Conference the Committee of Arrangements have received advice from representatives of leading educational associations who were good enough to come to Cambridge to meet the Committee for that purpose. It is clearly not possible in six hours, which is all the time at our disposal, to discuss a large number of topics, and an endeavour has therefore been made to select the points which appear to be of the most importance at the present juncture. A full programme of the proceedings has been distributed together with a statement of some of the rules by which our proceedings are to be regulated. We have considered it necessary to limit the time allowed to each speaker to five minutes except in the case of the proposers of the different resolutions. I do not think that it is necessary for me to say anything further; I will,

therefore, call upon Dr Magrath, Vice-Chancellor of the University of Oxford, to move the first resolution.

THE REPORT OF THE ROYAL COMMISSION ON SECONDARY EDUCATION.

The Rev. Dr MAGRATH, Vice-Chancellor of the University of Oxford: Mr Vice-Chancellor, Ladies, and Gentlemen, I desire in the first place to congratulate the University of Cambridge on the success which has attended the trouble it has taken to gather this Conference here to-day. It was a happy thought of those with whom the idea originated to complete the work begun at Oxford in 1893, by bringing a representative body like this to consider the Report of the Commission which was issued in compliance with the general desire expressed at Oxford that further enquiry should precede legislation on the subject of Secondary Education.

I have further to thank those who have prepared our agenda for us for the kind recognition they have given to the University I have the honour to represent in asking me to move the first resolution. The two elder Universities of England will I trust never withdraw the least portion of their energies from the prime duty of promoting and enlarging the spheres of learning and science, and of setting up high ideals of the noblest education of which man is capable; but without in the least impairing their efficiency in these respects, they will I trust always be ready in association with their younger sisters, to extend their aid and assistance, and to make their stores of educational experience available to the efforts which are now being made, or hereafter may be made, to organize and develop secondary education throughout the length and breadth of the land.

Having said thus much, I must proceed to confess to a feeling that circumstances have happened since the invitations to this Conference were issued which somewhat

increase the difficulties of those who are to commend to you the Resolutions which are to be laid before you. Had the Resolution which I have the honour to submit to you retained the form in which it first reached me it would have urged on the Government the duty of applying itself without delay to legislate on the subject of Secondary Education in general accordance with the principles set forth in the Report of the Royal Commission. The Chancellor of the University and the Junior Member for the University have, if I may so say, taken the wind out of the sails of that form of the Resolution; and though we are invited to consider the Report and its recommendations, such a consideration would, I am sure, seem more or less in the worst sense academical and futile if we shut our eyes to the fact that we have in the Education Bill and the Teachers' Registration Bill an attempt on the part of the Government to carry out so much as they think right or expedient of the Recommendations of the Report of the Commissioners.

I trust therefore that the Vice-Chancellor will not think that those who follow me in the consideration of the matters of detail involved in this great subject are departing from the object of the Conference or the matters of their several resolutions, if in considering the recommendations of the Report and the general principles underlying them, they cast a sidelong glance at the way in which these principles are applied or neglected in the Bills which the Government has laid upon the table of the House of Commons.

As it would not be proper for me to anticipate the discussion on these matters of detail, I may be permitted to express my own gratitude, and I trust that of all those who hear me, that the Government has not delayed to deal with this important subject.

I would further express satisfaction that the question of Registration, by being dealt with in a separate Bill, has a good chance of being discussed and settled on its merits within a reasonable time.

I am perhaps treading on more disputable ground when

I avow my regret that it has not been found practicable to deal with Secondary Education in the same manner, and my fear that Clause 12 of the Bill is likely to have its importance obscured by the contentions which will arise about other clauses of the Bill.

I judge this, among other reasons, because I find that in the angry discussions which have taken place all over the country hardly a word has been said, or a thought given, to the bearing of the Bill on education other than elementary. And I am sorry that it is so, because it is often found that subjects which do not excite angry emotions, when they are dealt with in connexion with those which do, both fail to arrest the attention needful for their adequate treatment, and also are liable to get entangled in arrangements for compromise, which do not suit them, and would not be thought to suit them, if it were not for their supposed relation to other subjects of controversy.

But I must not detain you on this subject, nor do I think I should go into the question which the Commissioners deliberately considered to be outside of their province, viz., whether the same authority should deal with secondary and with elementary education. This perhaps may be touched upon in the discussion upon the Second Resolution. It is a matter on which, if we have an opinion, it is important that the Conference should express it.

In submitting to you the Resolution which has been entrusted to me I will only add, that fresh study of the Report and of the evidence only deepens my feeling of gratitude to the eminent persons who so well fulfilled their duty of enquiring into and reporting upon this important subject; and my conviction that if the matter can only secure the careful, detailed, and unprejudiced consideration of those with whom it rests to carry these recommendations into practical effect, they will more and more strongly feel that recommendations which were able to secure the unanimous concurrence of such a body of highly qualified persons are not lightly to be set aside or departed from.

I beg to move the first resolution :

"That this Conference, before proceeding to the consideration of matters of detail, desires to express its general approval of the scheme set forth in the Report of the Royal Commission on Secondary Education, and would welcome the passing of legislative measures in general accordance with the recommendations therein contained."

Dr J. G. FITCH (University of London): Mr Vice-Chancellor, I am honoured by an invitation to second this important resolution. Thirty years ago some of us who are present here to-day were engaged in a laborious investigation into the state of intermediate and higher education throughout the country and more particularly into the condition of the ancient endowed Grammar Schools. The Schools' Inquiry Commission which reported in 1868 told a lamentable story of the decay and uselessness into which many of those old foundations had fallen, and they made some recommendations both for the reform of those institutions and also for the re-organization of secondary education generally. Of all those recommendations one only received the sanction of the legislature. The Endowed Schools Act of 1869 has proved in its working to be a most effective and indeed beneficent measure. Under it, governing bodies have been re-constituted, schemes of instruction have been modernized and improved and in many cases made available for girls as well as boys, and the ancient schools have been invigorated with fresh life and have taken a new lease of honour and public usefulness. But, besides that, other agencies have been at work that owe little or nothing to legislation. There are the University Local Examinations which have influenced intermediate schools so powerfully; there are the provincial Colleges which have been set up in the great industrial centres and most liberally endowed; and many School Boards with pardonable enterprise have gone a little beyond their original intention and sought by means of their higher grade schools to meet a demand for advanced education

which could not otherwise be supplied. Teachers have federated themselves with a view to securing better qualifications and realising higher aims in their profession; and voluntary agencies such as the Girls' Public Day School Company have familiarized the public with schools of a new and modern type. But all this lies outside the region of Government action. It has all been the product more or less of local patriotism or of individual energy and enthusiasm.

The Commission over which Mr Bryce so ably presided had to take all these phenomena into account, and to enquire what under these new conditions was the best way of giving greater organic unity to our educational system without discouraging or checking any of those local and voluntary agencies to which we already owe so much. In my opinion, which I hope is shared by many in this meeting, the Report of that Commission is a document of the highest value and importance. It appears to me to be distinguished by great care and fairness in the preparation and arrangement of the facts, by a keen insight into the heart of the problem that has to be solved, by considerable breadth of view and of sympathy, and at the same time by good sense in its practical suggestions. The Commissioners have shewn us not only what are the needs of still further development, but what are the limitations under which public measures can be of any use in supplying those needs. We have thus made a clear step in advance and are prepared to look the question in the face and ask what further measures are desirable in order to carry out the objects we have in view. What are those objects? They are to co-ordinate, strengthen, and economise existing resources; to supply deficiencies; to give the fullest scope and encouragement for future expansion; and above all to set up year by year before the English people a higher ideal not only of what is desirable but of what is practically attainable in the education of the people.

Mr Vice-Chancellor, we could not assemble to discuss questions like these under happier auspices than those of to-day, here, under the shadow of these venerable buildings, and in the

presence of the chief authorities of this famous University. I know of no more satisfactory feature of modern educational history than the fact that the two ancient Universities, with a thousand years of tradition and history behind them, have nevertheless, as the last speaker pointed out, shewn an honourable alacrity in availing themselves of new openings for public usefulness, and in taking advantage of every opportunity which has arisen for adapting themselves to the educational needs and circumstances of the present age. When we consider what the University of Cambridge has done by her examination of scholars and her inspection of schools, by the generous admission of women to many academic privileges, by the efforts she has made to promote the better training of teachers, and also by those missionary efforts, which under the name of University Extension lectures have done so much to stimulate intellectual life and enquiry in places remote from colleges and academic influences, I think we shall all feel that this is the most appropriate place in which we could possibly meet for the discussion of subjects closely affecting the future improvement of education in our country. I have pleasure in seconding the resolution.

Mr J. R. DIGGLE (London School Board): Mr Vice-Chancellor, I rise for the purpose of moving that the Conference proceed to the next business. I agree with the mover and the seconder of this resolution that no place could have been chosen where a discussion upon these matters could more properly take place than in this room. My objection is to its being considered to be an appropriate place in which to vote upon these resolutions. Other hands more capable than mine—those of the Dean of Manchester—would have had the charge of this resolution, if he had not felt that he was precluded from moving this amendment owing to the fact that he had himself been a member of the Royal Commission; and I have been asked as being closely in touch with many who are here not in an individual but in a representative capacity to suggest that we might on this general resolution

take the sense of the Conference whether upon this and other resolutions we should proceed by way of vote.

It is one thing to discuss; it is quite another thing to vote after a discussion which must necessarily be limited by the time at our disposal. Mr Vice-Chancellor, this Conference is a remarkable conference; it is remarkable as not being composed of duly elected representatives. This Conference is composed of 215 members. I notice that there are 28 ladies and gentlemen here who are representatives of publicly elected bodies of one kind or another; there are four Associations of teachers who send an equal number of representatives; and there are 53 persons of undoubted personal merit, but without any representative authority, who are here by invitation of those who have gathered together this Conference. It is quite obvious that a vote taken from a Conference composed of such material could in no kind of way be taken to be representative of the body of opinion which in one way or another is focussed within this room this afternoon, and I am urging on behalf of the proper conduct of the business of this Conference that we should at the outset make up our minds that we have come here to discuss, to confer, and in no sense of the word to vote.

May I call the attention of the Conference to the fact that in the Conference at Oxford no vote was taken upon any of the subjects of discussion that were then presented, and I wish to say that those who have accepted this invitation will be placed in an extremely painful position—an embarrassing position—if they are called upon to vote upon the subject-matter of any one of these resolutions? Owing to the exigencies of time no amendment can be proposed except the amendment of the previous question; and properly so too; for any amendment might be as mischievously understood as any motion might be mischievously understood if it were voted upon. I ask this Conference, therefore, in the interests of education as a whole, and in order that our action may not be misunderstood, on this first and general motion to pass the previous question, not with reference to the subject-matter of the motion itself, but in order to mark our sense

of the way in which the proceedings of the Conference can be most usefully and most properly conducted. Mr Vice-Chancellor, if the amendment is not carried, I have to state that so far as I am concerned and so far as my colleague is concerned, as representing the largest publicly elected educational institution in the world, we and I believe many others will be compelled to abstain from voting altogether, and I must ask the members of the press to let it be known throughout the length and breadth of the land that any resolutions carried in such circumstances must be shorn of a considerable portion of their force.

The Rev. Canon MOORE EDE (Gateshead School Board): Mr Vice-Chancellor, Ladies, and Gentlemen, I should not have spoken so early in the Conference had it not been that the Dean of Manchester who was to have moved this previous question has entrusted it to other hands, and, therefore, I have been called upon to second it. I look upon it from the point of view of the extreme difficulty in which those of us who are representatives of public bodies are placed if we are called upon to vote even upon such a general resolution as the first one. The first resolution expresses general approval of the report of the Royal Commission on Secondary Education. I presume we all value very much the work that has been done by that body, but a general approval on our part would be taken, by the bodies that we represent, to signify that we approve of the proposition that there should be two local authorities in each town for the management of education. That perhaps would not have signified so very much had it not been that, since the invitation to this Conference was issued, a Bill has been brought in by the Government dealing with that subject in a particular way. If those of us who are representatives of public bodies express our opinion by our votes to-day we have no assurance that the bodies that we represent will endorse the action that we take; and, therefore, we shall be obliged, strongly as we feel individually on the different subjects, willing as we are to discuss them and confer upon them, we shall

be obliged from the situation in which we are placed to abstain from voting. I conceive that the general approval of the first resolution would be construed by those who send me here into an admission not only that I believed that in a county borough it would be advantageous to have two authorities controlling education, one authority having authority over the other authority, but also that it would signify approval of the proposition that a class of schools that has been created for secondary purposes by the Elementary Education authority should be taken away from the control of those who have created them, who have made them an established success, and who have shewn their capacity to manage them. Therefore, however anxious I may be to support the first resolution, if I were to vote for it in the form in which it is here stated and no amendments were allowed, I certainly should be voting for that which those who sent me here would not approve and would not endorse. I second the previous question.

The Rev. J. O. BEVAN (Private Schools' Association): Mr Vice-Chancellor, Ladies, and Gentlemen, when I sent up my card at the beginning of this session, I was not aware that the previous question was about to be moved, and I am extremely sorry that it has been moved, and that for more reasons than one. I think, if I may be allowed to say so without disrespect to the mover and seconder, it is hardly respectful to the members of the Royal Commission. Neither do I think, Sir, with a like apology, it is quite respectful to the parties who have been instrumental in gathering together this Conference. The course which I was about to take, and I may be pardoned for speaking of myself personally, was to ask permission to abstain from voting on this resolution. I could not bring myself to vote against the resolution, neither could I bring myself to vote for it *con amore*. I recognised, of course, that the resolution was drawn in general terms, and that the Commissioners merely discharged the duties laid upon them by the Crown in elaborating a scheme for the formal organization of Secondary

Education. But I confess I dread so much the laying of the hand of the state, which I think, in this particular case, would be a cold and paralysing hand, upon the sacred ark of Secondary Education, and the evils which may follow, that whilst I am prepared to submit to the inevitable and make the best of it, as, indeed, I have no option but to do, I cannot bring myself to say that, in the terms, Mr Vice-Chancellor, of the first resolution, I should "welcome the passing of legislative measures in general accordance with the recommendations contained in the Report of the Commission." I trust, therefore, I shall not be thought lacking in respect for the Commissioners (whose honesty and ability I very gladly acknowledge) if I refrain from voting for a proposition which suggests such far-reaching measures of control. Of course, one cannot help seeing that the Government Bill is to a great extent a corollary to the recommendations of the Commission, and I do not at all see why we, who represent Secondary Education, should be put under the heel of the County Council and under the heel of a Government authority. To that, I think, many of us would strongly object, and, therefore, I was about to ask permission to abstain from voting upon the general resolution, but bearing in mind as I do the work which has been done by the Royal Commissioners and the very great kindness which has been shewn to us by the authorities of the University of Cambridge in calling us here to take part in this Conference I shall certainly, Sir, not vote for the previous question.

The Rev. E. F. M. MACCARTHY (Birmingham School Board): Mr Vice-Chancellor, I rise to support the previous question moved by Mr Diggle and seconded by Mr Moore Ede. I should do so by a silent vote if it were not that I think the point raised by the amendment has not been quite understood. No one will entertain other than the most kindly and benevolent feelings towards the University which has invited us here to discuss this question, but I think, Sir, you will realise that the introduction of the Government Bill since the convening of this Conference and the invi-

tation to representatives of various bodies to attend it has very considerably complicated the question. These resolutions, as the Vice-Chancellor of Oxford has said, are very largely academical and futile. I should not have used such strong words myself; I should have said simply ancient history, but we are going to move two resolutions to-day which are concerned entirely with the idea that local authorities ought solely to have powers over secondary education. This Education Bill of the Government provides that local authorities shall have charge both of secondary and elementary education. That alters the situation as regards our discussions, but it does more than that; it makes what we do to-day have a different meaning in the eyes of the public. We are passing these resolutions not entirely from the point of view of secondary education and in respect of every one of them we shall, in the public press and by the public, be considered to be approving not only of the report of the Royal Commission upon Secondary Education which confines itself solely to secondary education, but we shall be considered all over the country as discussing the question of the Local Authority as per Government Bill; and it is because what we do here will be misunderstood in the country that I think we have no other course open to us to-day than not only to move the previous question, but to let it be known who we are, and why we must give our votes for the previous question. I do so, Sir, because I do not represent myself and the interests of secondary education, but I am here appointed by the Birmingham School Board who consider me their representative, and who in calling me to account for my action will want to know why I approved of certain functions of the Local Authority, which they themselves do not approve of, because the Local Authority, according to the provisions of the Government Bill, has charge not only of Secondary Education but of Elementary Education as well.

Professor H. SIDGWICK: I only wish to explain in one word the view that the Committee took with regard to the questions that have been raised. In the first place, I should like to say

that it is far from our desire that any one should refrain from voting for the previous question on this or any other of the eight resolutions out of respect for the University. I should like further to say that respect for the University will be best shewn (in the view, I think, of the University itself) by all those who are present expressing their opinions freely and frankly. It will be easily understood that we have given great care to the framing of these resolutions. We have had in view all the considerations that have been urged; the actual change in the situation caused by the introduction of the Bill led to alterations in the resolutions, and we have strong grounds for believing, that, as they now stand, they are framed in such a way as to express the view of an overwhelming majority of those interested in Secondary Education in the country. But, of course, they do not express a unanimous opinion; and that being so, it is I think the view of the great majority of those interested in Secondary Education that at this stage it would, if I may use the words quoted from the Vice-Chancellor of Oxford, be "academical and futile" to have discussions without voting.

Mr T. SNAPE (Lancashire County Council): Mr Vice-Chancellor, I rise to make a suggestion to prevent waste of time, for I think it will be impossible to obtain a fair vote so long as no amendments are submitted. In Oxford in 1893, as we have been told, no resolutions were voted upon, and yet a Royal Commission ensued as the consequence of that conference. Why cannot we take the same course to-day and simply discuss resolutions proceeding from one to the other without taking any vote at all?

The Chairman put Mr Diggle's amendment with the following result:

Noes	128
Ayes	41

Majority against the amendment ... 87

The original resolution was then carried *nemine contradicente*.

THE ESTABLISHMENT AND FUNCTIONS OF LOCAL AUTHORITIES FOR SECONDARY EDUCATION.

The Rev. W. H. KEELING (Head Masters' Conference):
Mr Vice-Chancellor, Ladies, and Gentlemen, I think the Conference will have a great feeling of satisfaction now in really coming to business after this preliminary skirmish. The prominence given to the resolution which I have to move suggests that upon the establishment of a satisfactory Local Authority, more than upon anything else, will depend the success of any proposals for the improvement of Secondary Education. If we can make it the business of a strong representative body to supply, maintain, and aid secondary and technical schools in each locality, we shall at least have taken the first and most important step towards a great reform. As to this we are probably all agreed. But when we come to the constitution of this authority there is great difference of opinion.

To begin with, the recommendations of the Report differ from the provisions of the Bill. The Commissioners recommend that in county areas the majority of the Education Committee should be members of the County Council, and the rest be partly nominated and partly co-opted. In county boroughs, except London, they suggest that one-third should be chosen by the Borough Council, one-third by the School Board, and the rest nominated or co-opted. On the other hand, the Bill gives the appointment of the new authority both in counties and county boroughs entirely to the County Councils with the stipulation that the majority of the members must be taken from the County Council. The Council will not act directly, but will delegate its powers, except as to rating, to a committee, consisting partly of its own members and partly of experts from outside. I think that is an admirable arrangement. It seems to me after residing in one of the most busy and active parts of England for a long time that there is no possible arrangement by

which you could get together a better committee than by this arrangement. You will have no unnecessary division of responsibility. The new authority will be in close relations with the rating authority, and education, perhaps the most vital of local interests, will become the concern of the chief municipal authority of the town. That a Borough Council consisting of from fifty to sixty men will be unable to find a sufficient number of its members equal to this new duty, or that they will refuse to invite the aid of expert advice, is I think a most unwarrantable assumption. At the same time I acknowledge that the assistance of experts is absolutely necessary.

We must remember that the County Councils have done splendid service under the Technical Instruction Acts. As soon as the Borough Councils have a clear course defined, depend upon it the work will be taken up by them with the same energy and thoroughness. Of this there is no doubt. At a largely attended meeting of the Association of Municipal Corporations held a few days ago a resolution was adopted approving of the proposals of the Bill for the appointment of an Education Committee, and expressing the hope that no alteration will be permitted in this vital principle of the Bill.

The resolution before the Conference approves of the functions assigned in the Report to the Local Authority. There will be general satisfaction that the customs and excise money is to be permanently allotted to education, and that this fund is no longer to be restricted to technical as distinguished from secondary schools. The decentralised administration of the Science and Art grants will result in greater economy of management, and the educational inspection of all aided schools will ensure the suitability and efficiency of the curriculum. Generally speaking the duties of the new authority will be largely concerned with organisation, in aiding existing schools, and in establishing scholarships from the lower to the higher schools. They will also have to deal with the so-called elementary schools which are giving an education other than elementary. The Com-

missioners recommended a kind of dual control of these schools. The Bill provides facilities for their transfer from the School Boards or other management to the new statutory committee, with the object I suppose of correlating them with other secondary and technical schools. This correlation is a matter of immediate and imperative necessity. The higher grade schools of the School Boards retain the children after they have passed the standards of the Education Code. In many towns these schools have been further developed by the addition of an upper department called an Organised Science School, with honours stages in mathematics and science. The Organised Science School is examined by, and receives grants from, the Science and Art Department, the grants in some cases being supplemented out of the Customs and Excise money. Any deficiency in the expenses is at present made up out of the local rates. There is no limit of age, or of curriculum, or of expenditure, except that which the School Boards see fit to impose. The schools are either free, or charge a fee of 30s. a year, which covers the cost of books and stationery. The older and more promising children are often retained by maintenance scholarships provided out of Customs and Excise Grants. I need not say that the difference between 30s. a year, books included, and twelve guineas a year, the lowest fee that can be charged in a self-supporting or moderately endowed first grade school, is regarded as a serious matter by many parents, even by those belonging to the professional class.

The results are proving disastrous to many of our endowed Schools, especially in the north of England. The natural supply of pupils is cut off; the salary fund has fallen, as the Commissioners admit in their report; the connexion with the Universities is weakened, and we send fewer boys to the Universities; we get fewer university men as masters, and the whole organisation of the schools is impaired. [I am speaking not of or for my own school, in which, owing to many special circumstances, these results have not as yet appeared to any great extent. I am speaking of the great majority of northern Secondary Schools. In the endowed

and proprietary schools of Lancashire and Yorkshire alone, as is shewn in the statistical notes of the Report, there are now 2,000 boys fewer than there were some years ago. And in several Yorkshire towns there are more boys over fourteen years of age in the higher Board Schools than there are in the neighbouring Grammar Schools.*]

Now I contend that in the interests of education and in the interests of the parents in our town populations the higher Secondary Schools should not be destroyed in this way. As Mr Bryce said in his speech on the first reading of the Bill, after all the endowed schools are the mainstay of Secondary Education. If parents are entitled to the liberty of choosing between Secondary Schools of various types, they ought to have good schools of each type to choose from, and it would be a flagrant disregard of their interests to leave it an open question whether our highest provincial schools, which have done such good service in the past, will or will not be able to survive the overbearing competition of this questionable extension of the Elementary School system. [There is also the larger educational side of the question, to which subsequent speakers will do justice. Whether it will be possible to fix a stricter limit of age in these Board Schools—at present there is no limit at all—or whether the difficulty would be overcome by a liberal provision of free scholarships, I cannot now discuss. But the question will have to be faced either in the Bill, or by the Education Department, or by the Local Authority. The Education Department should, at any rate, at once deal with the Organised Science School arrangement, and repair the great blunder they have committed. It seems absurd even to speak of correlation when the Department allows an Organised Science School, with its Honours stages carrying the teaching of mathematics and science up to the University standards, to be attached either to a Grammar School, or a Technical Institution, or one of these Higher Board Schools. I have entered into these details because

* In consequence of the limitation of time, this passage was omitted in delivery.

this particular question is slurred over in the Report, and because I think that a clear understanding ought to be arrived at before the Local Authority is called upon to deal with the matter.*]

Without going further into the question, I have great pleasure in moving the resolution, for I am convinced that the realisation of our hopes for the improvement of Secondary Education mainly depends upon the establishment of a strong educational Committee, identified as closely as possible with the county and municipal authorities. The resolution is as follows:—

“That this Conference approves of the establishment of Local Authorities for Secondary Education with functions such as those assigned to Local Authorities in the Report of the Commission, a majority at least of the members being appointed by County Councils in the case of Counties and a part at least by Borough Councils in the case of County Boroughs.”

Mr F. E. KITCHENER (Staffordshire County Council): Mr Vice-Chancellor, in rising to second this resolution I wish to say at once that I speak as an old Secondary schoolmaster and with a view to Secondary Education and without any *arrière pensée* whatever with regard to Primary Education.

First, a Local Authority is urgently demanded. At present it is nobody's business to see that provision is made in every district of a county for Secondary Education. The action of the Charity Commissioners is limited to existing endowed schools. To them that have to them shall be given, but to nobody else. Here and there, as Dr Fitch has said, School Boards with laudable wisdom have stretched their functions to provide Higher Grade Board Schools, or again, here and there companies may be floated for the promotion of Secondary Education, but all this is a mere matter of chance. The pressing need is that there should be a Local Authority under a statutory obligation to see that Secondary

* In consequence of the limitation of time, this passage was omitted in delivery.

Schools are provided throughout the country, and not without rating powers to enable them to do so.

I scarcely believe that it is realised how deficient the provision for Secondary Education in some counties is. The Royal Commissioners do not venture on an estimate as to how many boys and girls per thousand of population ought to be receiving Secondary Education, but after making every possible deduction I have been appalled at the results of an enquiry I have lately been making in my own administrative county. I cannot at present make out that much more than 2 per 1,000 boys, and $1\frac{1}{2}$ per 1,000 girls are in Secondary Schools. Next, the Local Authority must be a permanent one, and not a temporary Commission. Even if a network of suitable schools were once established, constant care would be necessary to prevent decay of existing schools and to deal with changes of population. Take a case in my own knowledge. A railway company fixes its works in a mere village and in a few years a town of 15,000 springs up. In such a case a county local authority is as much required to see that schools are provided as to see that roads are made and water laid on.

Secondly, for what area shall the authority provide? The area must fulfil three conditions: (1) it must coincide with some recognised area and for choice one already used for rating purposes; (2) it must be large enough to raise the local authority above all imputation of local interest; and (3) it must be small enough to keep the work to be done within possible limits. I submit that no area fulfils approximately these three conditions except that of the administrative county. Exception may be taken to the size of some of the smaller county boroughs, and it may be admitted that in Utopia autonomy in educational matters might only be given to boroughs of at least 100,000 inhabitants; but in England we are practically committed to the map of England with the holes in it as it was made by the Local Government Act of 1888. I should greatly deprecate the extension of this autonomy to boroughs below 50,000.

Thirdly, if an area coinciding with the administrative

county be chosen, how shall the authority be constituted? Two proposals may be said to hold the field; the one of a Board elected *ad hoc*, the other of a Board nominated in the main by the County Councils. Against the former, it may be urged (1) that another election would be the last straw to break the backs of an electorate too weary of elections to take an intelligent interest in any; (2) that to secure the representation of every district a board of unwieldy dimensions, at least as large as a County Council, would be required; whereas by the method of indirect representation a more workable Board could be formed, and still leave room for some co-opted members with special qualifications; (3) an election *ad hoc* would turn mainly on special points, whereas the men who would be wanted to make the backbone of the new Board would be men of general experience, able to deal with the multifarious business of secondary as well as technological education and possibly to have other educational duties assigned to it hereafter relating to elementary, industrial, and Poor Law Schools; (4) if it is desired to obtain a board likely to retain the freedom, the variety, the elasticity which has characterized our Secondary Education hitherto, a board of specialists is less likely to value this freedom than a board of County Councillors; (5) lastly, to elect a special board is to deal with education as an exceptional luxury instead of regarding it as one of the necessities, whose supply should as naturally fall under the indirect control of our County Parliament as the care of any of our bodily needs already entrusted to it. I may sum up what I have to say against the Board *ad hoc* if I may be allowed to quote from no mean authority, Mr Macnamara, who twice in his evidence before the Commission said, "It is not at all practicable," and, later on, "I say again it is not practicable." In thus shewing where I think a Board *ad hoc* would fail I have also, I hope, indicated where the best available Board is already existing ready to hand.

As regards co-option I wish to say just one thing and that is that members of the Educational Board should be compulsorily co-opted. Unless a minimum as well as

a maximum be fixed for outside representatives some County Councils may, I fear, fix the minimum at zero. No doubt few County Boards would adopt so suicidal a policy as to cut themselves off from all expert assistance. But the matter is too important to be left in uncertainty and hence co-option must be compulsory. But, inasmuch as one county differs in its circumstances from another, each County Board should in my opinion be allowed to draft the details of its own constitution subject to the approval of a strong Central Authority.

[It may be thought that the seconding of this resolution would have come better from some one unconnected with any County Council: but I have one justification, for I think no one who has not had to do with one of the existing technical instruction committees can realize the present apathy in educational matters in county districts, or feel as keenly the need that an authority should be empowered to go into the hedgerows and byways of our county districts and compel the sons and daughters of our lower middle classes to come in.*]

Mr MACNAMARA (President of the National Union of Teachers): Mr Vice-Chancellor, Ladies, and Gentlemen, if there was one reason why you should adopt the previous question on the first resolution I think I can easily shew that there are a clear dozen why you should adopt it on this resolution, and I beg earnestly to ask you to do so. First of all you have all the inflammable material in the Rev. Mr Keeling's speech with regard to these dreadful School Boards; and you have got worse than that. I suggest to you, that you have got the fact which Mr MacCarthy tried to point out to you, that this resolution will be read by the public in connexion with the Education Bill now before the country; there is the establishment of a local authority which is the very centre, the very "head and front of the offending," in the minds of many persons of

* In consequence of the limitation of time, this passage was omitted in delivery.

one political complexion, in the Bill now before the country. If you agree to this second resolution which asks you to accept the functions and the constitution of the local authority as proposed by the Secondary Education Commission you will then be supporting the central feature of an extremely controversial measure now before the House of Commons; you may not be doing so in intention but your action will be quoted in that way. If you reject this second resolution you will be embarrassing the Government, and I for one should be extremely sorry that anything should be done one way or the other at this particular juncture. Now, you ask us in this second resolution to agree to the function of the local authority as suggested by the Secondary Education Commission. That function is to set up an authority to manage Secondary and Technical Schools entirely apart from Elementary Schools. There will be some here who think that the greatest need in the future of national education is that all grades of education in every locality should be under the same general supervising power; and if you adopt the proposed function as set out in this resolution you "go back" on that. I am quite sure that everybody here, at any rate, will agree that we want the child of parts to have the greatest possible opportunity for utilising the facilities which the state offers for education of all grades. We all desire that. Now I suggest to you that you cannot get the co-ordination which some one has to-day been speaking of, and on which I think the Vice-Chancellor of Oxford insisted, you cannot get the harmony between schools which is necessary for the proper utilisation of these facilities by the poor child, unless you have your groups of schools under the same general supervising power. Therefore, if we mean what we say when we utter that most popular platitude about the ladder from the "gutter to the University," let us go for one general supervising authority for all grades of education. Feeling this matter as I do very keenly I shall vote for the previous question on this resolution. Now, with regard to the question of an *ad hoc* local authority I have been quoted as saying

that it is not practicable. It is undoubtedly the ideal, and I should have thought that everyone here would have agreed that national education was of sufficient importance to call for the direct election of a body to supervise it. I agree with the statement made as to the number of elections and the disinclination to increase franchises and electoral expenses, for electoral expenses eat up a lot of money which ought to be spent directly on education throughout the country. I agree with all that; and I admit with regret that the appointment of a separate body to supervise Primary and Secondary Education is out of the question for one moment; besides this is the central feature of this Bill, and I imagine that it will be carried by a very large majority whether we like it or not. That I may say is my position with regard to rural districts. But when you come to the boroughs—unless you *are* prepared to elect a brand-new piece of machinery—why does this proposal pass over the men and women who in many cases have for twenty-six years been directly working in connexion with elementary education? Why do you not go to those who have been engaged in the work of education? I have no wish to sneer at County Councils. Somebody has said they have done good work for technical education. That is so, but I know of one county authority which is seriously considering the desirability of spending the money, which should be devoted to secondary education, on building a lunatic asylum; I do not know whether they would come under the category of those who have done good work. Why do you go to local authorities of only recent creation and pass over persons who have been personally concerned in this matter? Why do not you take them as the ground-work for working the scheme with certain co-opted elements which are spoken of in the Bill? For these reasons and in view of the highly controversial character of the matter I ask you to pass the previous question.

Mr C. BOWDEN (National Union of Teachers): Mr Vice-Chancellor, Ladies, and Gentlemen, I rise to second the

motion for the previous question. I do so because I think that education is of sufficient importance in itself to have a body elected for that purpose, and for that purpose only. The County Councils at present have enough work to do without having put upon them the duty of looking after primary and secondary education. The money that is being expended on education at the present time, and the increased amount which will be expended, make the applying of that money quite sufficient work for any body of people throughout the country. Just remember. We have £7,000,000 dispensed by the Education Department, some £740,000 of the whisky money, £600,000 from the Science and Art Department, £600,000 from endowment, £340,000 from the new rates which may be levied for technical and secondary education, and £2,000,000 of rates for elementary schools, making together a sum of more than £10,000,000 to be spent on Education, and this money is to be in the hands of a Statutory Committee—a Statutory Committee which may hold its meetings in private, which will practically have nothing to do but report to the County Council, and which may or may not as it pleases co-opt persons who have educational experience. In view of these facts I ask you whether you do not think it quite right that we should move the previous question to this motion which asks us to accept County Councils and Borough Councils as the Educational Authority. The mover of the resolution said that it was quite possible and highly probable that members of Town Councils especially would co-opt members, but my experience of Town Councils tells me exactly the opposite. If you will only look at what they have done in many places with respect to Free Libraries' Committees, you will find that they do not co-opt members except from their own friends and, therefore, that there will be no possibility of expert experience being given to the new Statutory Committees. The County Councils are fought on certain issues; in some places they are fought very largely on political issues, but generally on the suitability in point of practical and commercial experience of the

candidates. They have to look after such things as bridges and roads, drainage, the adulteration of food, and lunatic asylums, and I think that is quite sufficient—in fact they have already found it so—quite sufficient to occupy their time without also putting into their hands the control of secondary education. But I second the previous question for another reason. I do not wish to place political disabilities upon any type of persons, but the effect of putting this matter into the hands of Town Councils will certainly place disabilities upon a very large class of educated persons throughout the country. You know, Mr Vice-Chancellor, Ladies, and Gentlemen, that no clergyman or woman can sit upon a Town Council, and, therefore, in the County Boroughs every clergyman will be excluded from having any part in education whatever, and also every woman, unless the Town Councils co-opt these persons. I am not altogether in favour of clergymen; I know they have done some bad things; but, on the other hand, I have met with a large number of clergy who wish to maintain the status of education up and down the country. There are some of them present here to-day, and I should not be afraid to trust education to such persons entirely. If you vote for this resolution you will say that these gentlemen and the ladies who now have a very great interest in education are to be entirely shut out from having any part whatever in the control of education for the future. For these reasons I ask you to vote for the previous question rather than for the motion that is put before us.

Mr H. MACAN (Association of Directors and Organising Secretaries for Technical and Secondary Education): Mr Vice-Chancellor, Ladies, and Gentlemen, when at the Conference held at the University of Oxford nearly three years ago I had the honour to put before the delegates there assembled a few elementary facts connected with local self-government, I was met with a storm of disapprobation, not to say groans and hisses. Every word I said on that occasion has been endorsed by the Royal Commission on Secondary Education; every word I said on that occasion is contained in

the Government Bill. I will, therefore, venture to repeat with a little emphasis in support of Mr Keeling's motion what I said on that particular occasion, and I will not to-day come before you in an apologetic manner to suggest that County Councils are a possible authority to deal with Secondary Education; I will assert that they are the only possible authority; therefore of course the only possible authority you can at present find to nominate the Committee. I entirely agree with what has fallen from Mr Kitchener that it is essential that the County Councils should be compelled by Statute to put upon that Committee a minority of educational experts. It has been urged against County Councils that they have a variety of duties. Of course they have a variety of duties. Every man who is worth anything in this country gets a variety of duties put upon him, and it is because they have a variety of duties that they get that breadth of view and that absence from sectarian or political feeling which makes them the proper authority to nominate the Education Committee. Surely, Sir, a body whose duty it is to prevent the pollution of streams will not be indifferent to the corruption of youth which goes on in so many of our Schools at the present day. Again, an authority charged with the administration of the Foods and Drugs Acts will be well calculated to check that dealing in adulterated titles so familiar in some school prospectuses. Then as to a matter which was made so much sport of in that assembly of so many eminent politicians at Brighton a little time ago. The fact that County Councils are charged with the muzzling order will not be a disadvantage. I can conceive, Sir, that when teachers degrade a noble profession by converting themselves into Trades' Union agitators a muzzling order will not be out of place. Now, Sir, what is the great curse of Secondary Education at the present day? The great curse of popular Education in the present day is this: indifference in high places; unrestrained, undisguised hostility among the masses of the people. And what is the reason of that? It is mainly on account of the attitude of these educators, these educationalists them-

selves, who say to the people at large: We are a select and peculiar people; we are an intellectual tribe of Levi, and those whom you have chosen as your Town Councillors and County Councillors to manage the ordinary affairs of your every-day life in five ways out of six, who manage everything that makes for your comfort and prosperity after you attain the age of twenty-one, can have no concern in the education of your children. Are these Councillors common and unclean and unfit to touch the sacred subject of education? What do the people reply? The people say: If education is something so much apart from our every-day life and if the men who are our selected representatives, men in whom we trust in every other matter, are not fit to touch it, then so much the worse for education, let education go to the wall; and it does go to the wall. Election *ad hoc* is dead. It fought its last square fight at the Conference at Oxford, Oxford the home of lost causes! It was killed by the Royal Commission on Secondary Education; it certainly made a last desperate effort and gave a last dying kick at Brighton. It only remains for this Conference to see it decently buried. So that the educationalists of the future will see School Boards altogether swept away with their cumulative votes and their political and religious animosities, and those who are familiar with "one man one vote" and "one vote one value" will be equally familiar with what is of greater importance still, "one area, one authority."

Mr T. SNAPE (Lancashire County Council): Mr Vice-Chancellor, Ladies, and Gentlemen, before saying a word about the constitution of the local authority I wish to refer to the absolute impossibility of anything being done for Secondary Education under the Bill that is at present before the country because it has not followed the lines of the Report of the Royal Commission. That Report (page 310) referring to the power of rating in order to help Secondary Schools says "The limit ought, we think, for the future to be fixed at 2*d.* in the pound, but the purposes of the rate extended to include Secondary Education generally." The

Bill says "nothing in this Act shall authorize the rate to be raised in any one year by a Council for the purposes of this section and of the Technical Instruction Act of 1889 to exceed the amount limited by that Act." The "amount limited by that Act" is 1*d.* in the pound; the Royal Commission recommended that it should be 2*d.* in the pound. I refer to this because in Lancashire we have a very strong interest in having the power of raising funds in some manner or other, or we shall not be able to give any assistance to Secondary Education in that large county. At the present time the £40,000 that we have every year to devote to technical instruction, and that amount we do devote to technical instruction, is more than absorbed and is found inadequate. How then shall we, if the Bill is passed, limited as are the powers of rating which we already possess, be able to do anything in the interests of Secondary Education? I trust that these words will reach the Government and that the powers of the Bill will be enlarged in this respect.

Now I want to say a word about the constitution of the proposed Local Authority. This resolution refers only to Secondary Education, but it is very difficult with the Government Bill before us to discuss that proposal without keeping in sight the fact that the education authority that it is proposed to appoint will have to deal with very much larger matters. Is it beyond the power of the County Council to accomplish successfully the duties that will be entrusted to them? Let us for a moment look at the fact that there are members of School Boards at the present moment upon the County Councils and upon the Councils of County Boroughs in many places; they sit upon both bodies; and how is it that a member of a School Board *quâ* member of a School Board can deal with education, but directly he is elected on a County Council he is considered to be utterly incapable of dealing with that subject? It is obvious there is a misapprehension on the part of those who think that County Councils are not capable of dealing with it. I wish further to say on behalf of County Councils that they have dealt under new and trying conditions,

as I contend in a most successful manner, with the question of Technical Instruction, and he that is faithful in that which is least may also be expected to be faithful in that which is much when it is put into his hands. County Councils have at least this advantage over School Boards in the matter. The School Boards are elected upon the vicious principle of the cumulative vote, whilst at least you have this in favour of County Councils that they are elected by the regular method of voting and by a fair method of voting. There is no reason at all, therefore, why the public should not send up men who are qualified to deal with the very important matters contemplated. The affairs they now administer are not the trivial matters that some of the previous speakers have referred to but are very great, very large, and very grave matters, and I believe the members of County Councils will be found to be equally capable of dealing with the subject of Education. Speaking entirely my own views I think that a Board elected *ad hoc* would be infinitely the best to take in hand all these great duties that the Bill proposes. Nevertheless, if such a body cannot be appointed, then I am of opinion that the Councils in the County Boroughs and in the County areas will be as capable bodies as can be organized for the purpose.

The Rev. R. S. de C. LAFFAN (Head Masters' Conference): Mr Vice-Chancellor, Ladies, and Gentlemen, when I sent up my card to speak upon this motion there had been nothing said against the proposal or the suggestion that Local Authorities should be elected *ad hoc* and it was in order to speak upon that that I sent up my card. If I had waited until the last two speakers had spoken I should probably not have done so; but as I have been called upon to speak you will perhaps allow me to say one word. I have had considerable experience for many years in a strictly local school and my experience in that strictly local school has convinced me most strongly that the average elector is not the proper person to go to to ask to settle details of education. One knows perfectly well the enormous

pressure that is perpetually being put upon one to get this thing or to get that thing out of the curriculum which one knows to be absolutely vital to the training of boys, because the parents cannot see how it is going to be turned hereafter into pounds shillings and pence. I am quite sure if you have a local authority elected *ad hoc* you will have a body of delegates and not a body of representatives. By that I mean that you will have a body of people who will be sent with a mandate to make one subject or another subject, whether it is Latin or whatever it is, optional, or to exclude it altogether because the majority of the electors do not see how in after life it is going to pay their children to learn it. Now I cannot help thinking that anything of that kind would be a disastrous thing to the education given in our local Secondary Schools. And if it is said on the other hand that the County Council is not able and not the proper authority to consider this matter, because of those other duties which have been so much laughed at, I ask you to remember in all these cases what is it that the County Council does? The County Council in building Lunatic Asylums and making roads or whatever it is, being men of common sense and having practical knowledge of life, go to the expert for the information which they themselves lack, and apply their sense and practical ability to that information. The councillors know both how to use the expert and how to control the expert, and that I believe is what we shall want to do in these cases. I do feel and feel very strongly indeed that a body elected *ad hoc* would play fast and loose with our Secondary Education in a very terrible manner, whereas if we have a body elected or nominated with a majority of those who have proved their practical experience in other ways, co-opting to themselves a body of experts, who shall not be able to over-ride them but will be able to influence them in a very large degree, we shall have a far better authority than than we could possibly have in the case of the body to secure which the previous question has been moved.

Mr W. DYCHE (Association of Head Masters of Higher Grade and Organised Science Schools) : Mr Vice-Chancellor, I rise to support the previous question in this matter because in the resolution as moved by Mr Keeling the very name of School Board is entirely omitted, and to pass this resolution would pledge this meeting to support the control of the County Councils and to ignore altogether the claims of the School Boards in the County Boroughs.

The object of the resolution as moved by Mr Keeling has been clearly shewn. The need for correlation is felt very keenly by a number of the older secondary schools, because they are rapidly being emptied of their scholars. They consider that they are being emptied by the Higher Grade schools, and in some cases this is so, but the matter will rapidly set itself right and is setting itself right wherever the competition has been sufficiently serious to induce the smaller secondary schools to endeavour to make themselves efficient. With regard to School Boards it seems as if an attempt is to be made to elbow them out of the control of the Schools which they have themselves founded and which they have very munificently supported. The "head and front of the offending" of the larger School Boards is that they have carried out their work too well. Nobody complains that they have equipped their Schools badly; they have equipped them well and they have added to the top end of their higher grade schools these Organized Science Schools about the curriculum of which so many severe criticisms have been made. Many members of this Conference are probably unaware that Mr Keeling, who has just indulged in these criticisms, is himself in charge of an Organized Science School and that fifty-four of the Grammar Schools of this country have latterly become Organized Science Schools, including those conducted by the President and by the Secretary of the Incorporated Association of Head Masters. The question of finance is important. Some people feel that if Higher Grade schools were put under County Councils there might then be a chance of checking the growth of these schools, for they know that so long as they remain under School Boards there

is no such chance. Now, if these Schools were put under County Councils, they would largely be governed not by the County Council, not by the Statutory Committee, but by an official, because the County Councils have at present a very great deal of work to do ; and the mischief of these schools being put under an official can very well be estimated by this meeting which has listened to the speech of Mr Macan. There are persons who would be put in authority over such Schools who have strong prejudices against Elementary Education and against Elementary Teaching. The Higher Grade schools are conducted largely by elementary school teachers, and the secret of the success of the Higher Grade Schools, a success which has brought upon them a great deal of animosity, is that they are taught from top to bottom by trained teachers. I observe that later on this Conference is to be asked to pass a resolution about the training of teachers. I can assure you, Mr Vice-Chancellor, that it will be wise to introduce some sort of training of teachers into Secondary Schools, particularly into the smaller Secondary Schools, because if you do not many of them will shortly have to be closed, and they will be closed by the competition of Schools which are taught by trained teachers who understand their business.

Mr J. H. REYNOLDS (Association of Directors and Organising Secretaries for Technical and Secondary Education): Mr Vice-Chancellor, Ladies, and Gentlemen, I should like to be allowed to put before you the views of one concerned in the direction of one Department of Secondary Education in a great provincial town. I could support the resolution before the meeting with all my heart did it read with the omission of the words "and a part at least," referring to Borough Councils, and I could support the Government Bill with equal sincerity did it not leave us with a dual authority in our great county boroughs. What we want, the crying want of the time, is one authority for the management of elementary and secondary education from top to bottom. Nothing else will satisfy us ; nothing else will really conduce

to the welfare of education and secure that due grading of school with school which is absolutely necessary to secure efficiency in English education. I am astonished to find men here, whose forefathers politically did all they could to establish for us municipal government in our great cities, decrying in the present day the work, the authority, and the capacity of the great city councils. I am astonished at men like Mr Macnamara who can find nothing better to say about Town Councils than that they are concerned only with ditches, drainage, the water supply, and lunatic asylums, and at a man like Mr MacCarthy, of Birmingham, who, I think, if he would, could tell us a tale that would open our eyes as to the public spirit, administrative capacity, and liberality of the great city councils, for it would be easy to shew that not only do these Councils concern themselves with things which go to make up a decent civilization, but they concern themselves with the amenities of life as well. They have their free libraries, their art galleries, and their museums, and I believe that in our great cities at least the city councils are sincerely desirous of promoting all measures which make for decent life, and which make life really worth living. I feel, therefore, that the proper thing to do is to put into the hands of such councils this great work of education. I do not believe in experts; they are usually narrow-minded. I believe in the average common-sense man who brings to the consideration of affairs a broad and liberal mind, and who at least may be reckoned upon to choose able administrators in the work that he may have to control and govern. And, after all, this is a question of administration. Moreover, if we are to have elections *ad hoc* we shall perpetuate that terrible evil of English life, sectarianism. We want to be rid of it. It is doing more harm to the cause of education than anything else I know of or can speak of. If you have elections *ad hoc*, your elections will turn almost entirely on sectarian considerations, and the best and most liberal-minded men will find it extremely difficult to get a seat upon such councils; but refer these matters to the Town Council and broader and larger considerations will

come in. Men who are known to their fellow-citizens as good workers in everything that goes to make up decent life will get on to such councils. I do not wish to say a single word against the work of the School Boards. I have nothing but admiration for their work, and I know that in the city I come from (Manchester) the School Board has shewn itself to be one of the most active promoters of education in the whole country. It has done a great deal for day-school education; it has done even more for evening-school education; but I believe you can select from the Manchester City Council a body of men as capable of doing the work of Elementary Education and of taking charge of Secondary Education as you can find upon the Manchester School Board. Such men would in the main be free from mere sectarianism, at least they would not be selected on that account, and they would be willing—I am perfectly certain they would be willing—to co-opt men, and women too, of special knowledge and experience, to help them in the work of education. I feel some difficulty in voting for this resolution because it seems to me to prevent the local authority of the city from taking upon itself its proper and rightful work.

Dr N. BODINGTON (Victoria University): Mr Vice-Chancellor, I am not quite sure whether this is the right point at which to speak of a detail of importance, but still a detail, in regard to the constitution of the Local Authority. If you should rule, Sir, that it is better that the detail of the question of the representation of experts upon that Authority should be spoken to upon Resolution V. than upon the present resolution I am in your hands, but I do wish to say how very much I regret that the very strong pronouncement made by the Royal Commissioners in favour of the representation of Universities and of University Colleges upon the Local Authority finds no place amongst the resolutions which are submitted to this meeting. If it had been open to me on Resolution V. to move an addition I should have desired to move that provision should be made for including as members of the Educational

Authority, representatives of Universities and University Colleges as well as persons who have had practical experience as teachers of Secondary Schools. The principle, Sir, of the representation of the Universities and the University Colleges was emphasized over and over again before the Royal Commission. The scheme of the Head Masters' Association included provision for such representation. Dr Percival, Dr Garnett, Sir George Young, and other witnesses before the Commission testified strongly in favour of it, and the Commissioners themselves said, what is obvious from the Conference to-day, that the Universities cannot stand aside from the problems of Secondary Education, and that the Schools and Universities are bound together by ties which cannot be weakened or neglected without injury to both. I confess it did seem to me that the proper mode of bringing about co-ordination and correlation between the Secondary Schools and the Universities and the University Colleges was by establishing an organic connexion through the medium of the Local Authority, and I myself and my colleagues of the Victoria University feel that nothing can be more helpful to us in our work than to have the kind of representation given which the Royal Commission recommended. It will be in the minds of those present that on the County Authority it was recommended that certain members should be nominated by the Education Minister after consultation with any University or University College in or closely connected with the county, and that in the case of the County Borough Authority one-sixth should be nominated by the Central office after consultation with any University or University College concerned, but that in the case of a borough containing a University College representatives should be appointed directly by the College. Now, Sir, I advocate that, partly because we believe that we can be useful to the Local Authority, but I also advocate it because it appears to me that it is quite essential that the Universities and University Colleges should be informed and directly informed of the needs of the Schools. I advocate it because there is a want—and those who will look at Dr Ward's evidence

before the Royal Commission will see what I mean—there is a want of organic connexion between our Colleges and the Secondary Education of the district. I advocate it again because there will be an extensive establishment of scholarships, and further because there is very great danger lest the higher Technical and Technicological teaching should be less influenced by the Universities than is desirable. I could extend all those points, but I believe my time is up. I do hope that in some way or another it will be possible for this Conference to express itself in favour of what appears to me to be an extremely important recommendation of the Commission.

Mrs WITHIEL (Assistant Mistresses' Association): I will not detain the Conference long ; since it has heard the representatives of the School Boards and of the Provincial Colleges, I can confine myself to one point. Our Association would very much desire the creation of Local Authorities for Secondary Education, in which County Councils should have a majority of the representation, but we do not desire that County Councils alone or unaided should be left with sole charge. According to the recommendations of the Royal Commission there were to be co-opted members, and neither County nor Borough Councils were to have the option of forming their Education Committee entirely from their own members ; and we would desire that the recommendations of the Report should be followed rather than those of the Education Bill. We wish especially to draw attention to the fact that, as the law now stands, women, whose presence it is desirable to have on committees having charge of girls' education as well as boys', are not eligible to sit as Councillors. If, therefore, provision is not made for their being chosen as co-opted members, there is very great danger that they will be entirely overlooked. I do not think that having regard to girls' education, to say nothing of other questions in which I consider women can be of great service, the country can afford to say that their presence or the possibility of their absence should be disregarded.

Mr E. GRAY, M.P. (National Union of Teachers): Mr Vice-Chancellor, Ladies, and Gentlemen, I rise to support the previous question. I should prefer that the Conference should do nothing on this resolution rather than that it should do harm. Unfortunately the resolutions, as I should assume, were drafted before the appearance of the Education Bill. My strong belief is that if the resolution which we are now discussing were carried in the form in which it stands on the paper it would be misquoted throughout the entire country. It covers not one idea alone; it covers three. It is loosely worded, if I may venture to say so, Mr Vice-Chancellor; it might have included Resolution No. V. on the other side of the paper. The constitution of the authority would then have been brought into harmony with the constitution of the Bill and in harmony with the constitution of the authority recommended by the Royal Commission.

Personally I think that the Educational Council should be elected for the express purpose of carrying on the work of education; that in my opinion is the ideal to be aimed at. But I do not associate myself with those who imagine that no good can be gained from the members of County Councils. My opinion is that the *personnel* of the School Board is not necessarily superior to the *personnel* of the County Council, and that provided that satisfactory educational members were placed on an authority having for its nucleus the County Council, a suitable authority could be obtained. My preference would largely be given for a specially elected body on this ground, that it would destroy at once the educational authorities, that the School Board as such would then go and that you would have one educational authority for the county area rather than the position likely to be created of an educational authority without any financial authority, and a financial authority without any educational knowledge. That I am afraid will be the position that will eventuate from the proposals now before the Conference. Therefore on that ground alone, apart from the *personnel*, I should prefer a directly elected body.

But Mr Vice-Chancellor, I wish to point out that the resolution covers something more than the constitution of the authority; it defines its function, and it is upon that that I join issue with the resolution—the definition of the function, namely, that it shall be such as is laid down in the Report of the Commission and have for its object the provision for Secondary Education alone—it is on that point that I should regret the adoption of the resolution. I for one am in hearty sympathy with those who desire that the new authority, whatever it may happen to be, shall have the controlling power over both Primary and Secondary Education. The opportunities at our disposal are not sufficient for us to state the advantages resulting from that, nor have they been sufficiently set forth this afternoon, and my feeling is that if this resolution is adopted that particular phrase will be picked out by those who are interested in misquoting resolutions and used as false testimony on behalf of the particular line they desire to take, and it will be said that the Conference was in favour of the local authority having control of Secondary Education alone. I conceive, therefore, that the effect of the resolution is likely to be far more harmful than beneficial, and, therefore, I for one most heartily support the previous question.

The VICE-CHANCELLOR: I am afraid that as we have already spent more than an hour on the discussion of this resolution I cannot call on anyone else to speak. A good many gentlemen have sent in cards who wish to speak on the question; and I have to announce that it is proposed to print brief communications in an Appendix to the Report of the Conference, so that anyone who is not able to speak may be able in that way to give expression to his views. Such communications must be sent to the Secretaries for the consideration of the Committee not later than April 25. I must now ask for a vote on this question.

The amendment was negatived, and there voted on the resolution proposed by Mr Keeling :

Ayes	124
Noes	9
	<hr/>
Majority	115

The Rev. Canon MOORE EDE: Will you let us know how many did not vote? A great many abstained from voting purposely.

The VICE-CHANCELLOR: Will those who did not vote please stand?

Sir JOHN GORST: I object to that. I wish to draw attention to the fact that a great many persons did not vote because of their official position; therefore, a declaration of the number of those who did not vote will not prove anything.

The counting was not proceeded with.

THE CENTRAL AUTHORITY FOR SECONDARY EDUCATION.

Professor JEBB, M.P.: Mr Vice-Chancellor, Ladies, and Gentlemen, under clause 12 of the Education Bill now before Parliament the Local Authorities acquire certain large powers in respect to Secondary Education. Thus they can inquire into the education given by schools (other than 'non-local') within their area; establish new schools; or aid existing schools. Meanwhile the Central Authority for Secondary Education remains, as at present, divided among several independent agencies. The Charity Commission can deal only with certain endowed schools. The Science and Art Department has cognizance only of certain subjects. The Education Department has been concerned with Secondary Education in respect to the work, higher than elementary, done in certain elementary schools, and in respect to the University Colleges and Day Training Colleges. These agencies have no organic connexion with each other.

The aim of the Commission was to devise a single Central Authority which should survey the field of Secondary Education as a whole. But the Report emphasized the fact that the powers of this Central Authority should be strictly limited. Its relation to Secondary Education should be wholly different from that of the Education Department to Elementary Education. In Elementary Education a large measure of general uniformity is necessary, and therefore the Department administers a code. But it is most inexpedient that Secondary Education should be controlled, in this sense, by a Department of State. In Secondary Education we must aim at preserving a free and spontaneous variety, an open field for experiment and enterprise. The initiative should be left to the Local Authorities, who can judge of local needs. The Central Authority should be confined to exercising a general supervision, with a view to bringing about harmony and co-operation among the local agencies.

With this aim, the Commission recommended that the Central Authority for Secondary Education should consist of two elements, which might be combined for some purposes, but remain separate for others; viz., an administrative department, and an independent professional body. The administrative department should be a distinct branch of the Education Office. The professional body should be an Educational Council of not more than 12, one third to be appointed by the Crown, one third by the Universities, and one third to be co-opted, or, when a Register of Teachers should have been formed, to be nominated by the registered teachers. This Council should advise the Minister of Education on certain judicial and professional questions. Acting alone, it should form and keep a register of teachers, and decide what schools are non-local.

The need for such a Central Authority, as a source of information and guidance, is all the greater now that the Local Authorities are to be constituted in a manner which affords less security than the Commissioners' plan would have done for the presence upon those bodies of persons specially conversant with Secondary Education.

But it would not be difficult to develop a satisfactory Central Authority for Secondary Education out of the legislative proposals now before Parliament. Executive action, without further legislation, would suffice to establish in the Education Department a branch specially devoted to Secondary Education. Executive action would also suffice to transfer to the Education Department the educational functions of the Science and Art Department; that could be done by an order of the Committee of Council on Education. With regard to the Charity Commission, its powers in respect of educational endowments could be transferred to the Education Department by a clause added for that purpose to the Education Bill. The germ of an Educational Council, such as the Commission recommended, exists in the Council proposed by the Teachers' Registration Bill, which is constituted on similar lines. That Council is to form and keep the register of teachers. It might be given statutory powers to perform the other functions proposed by the Commission for the Educational Council; viz., to advise the Minister in certain matters; and to decide what schools are non-local. This last duty, which will sometimes be a difficult and delicate one, is at present imposed by the Education Bill on the Education Department, which does not seem a specially appropriate body for that purpose. I think that women should be eligible as members of the Educational Council.

Thus a Central Authority for Secondary Education would be constituted which would afford most important, indeed, indispensable, aid to the Local Authorities in the work which the Bill assigns to them in that respect.

I beg leave to move the following resolution :

"That in the opinion of this Conference, if Local Authorities are established for Secondary Education, it is of the utmost importance that a Central Authority for Secondary Education should also be established, constituting a distinct branch of the Central Educational Authority, and including an Educational Council, with functions such as those suggested in the Report of the Commission."

Miss BEALE: Mr Vice-Chancellor, as President of the Head Mistresses' Association, I have much pleasure in seconding this resolution. It is almost identical with the one which we drew up, although we insisted also upon the necessity for the presence of women upon the Local and upon the Central Council. We do feel strongly the need of organic unity, of the co-ordination and correlation of all branches of education, but at the same time we feel there is need to have upon the one Central Body two distinct departments, one dealing with Primary, the other with Secondary Education. The problems are so numerous and difficult, that few, if any, can have an intimate knowledge of both, and secondary teachers fear that an Office, which has hitherto been solely occupied with the direction of Primary Education, would find it difficult to conform to methods suitable for schools presided over by the highest educational authorities—unless indeed a new and distinct department be formed. We agree rather with the recommendations of the Commission than with the proposals of the Bill.

Something more however is, we think, required, than even a distinct department of an Education office. The Central Educational Council, which we desire, should we believe consist, as the Commissioners recommend, of persons holding an *independent* position. There should be distinguished members of the profession who could freely offer advice even to a Minister of Education, and who would be able to criticise regulations, as officials subordinate to the Minister could not do. I cannot help thinking it may have been the intention of Sir John Gorst to constitute such a Council, upon the model of that proposed in the Registration Bill, and this would perhaps have some advantages over the Council of twelve recommended by the Commission. Delay has probably been considered necessary, until there shall exist a body of registered teachers; but the difficulty could be got over by means similar to those suggested in the Registration Bill. I think I may say that teachers almost universally approve of the Registration Bill. Should the Commissioners' scheme of twelve members instead of eighteen be adopted, I think, that of the four nominated by

the Crown, one at least should be a woman. The four Universities would doubtless send four men familiar with First Grade Secondary Education; and of the four co-opted members we think two should be women.

Amongst the many reasons for the immediate formation of such a Council I may mention:—(a) The electors of the County Council belong chiefly to the class interested in Primary Schools, and money grants being more important to them, the attention of the Local Authority is likely to be concentrated on Primary Schools, and the interests of the Secondary neglected. We see already that in the discussions on Sir John Gorst's Bill, Secondary Education is almost ignored. (b) We are familiar with the custom of giving bounties to special places and institutions; such a Council could insist on justice, and check the natural desire of local authorities to secure funds for their own districts to the prejudice of others. (c) It could try to bring about a general co-operation to diminish the wasteful expenditure on scholarships, intended not so much to benefit the pupils, as to draw scholars to particular schools, thus impoverishing those from which they are drawn, not only in money but in brains. I think all scholarships or exhibitions given from public funds should be tenable at any registered school or college. (d) County Councils, as at present constituted, would I believe rarely select persons to represent the interests of Secondary Education, and as no woman can sit on a County Council, as a majority of the Educational Authority must consist of Members of the County Council, the minority being co-opted by that majority, it is improbable that any woman would be elected. This I consider an evil, not only in the interest of girls' schools, but in that of secondary schools for young children, and it is even more desirable that women should sit on this Central Council. I therefore beg to second the resolution.

The resolution was agreed to *nemine contradicente*.

“FREEDOM, VARIETY, AND ELASTICITY” IN SECONDARY
EDUCATION.

The Rev. Dr BUTLER, Master of Trinity College: Mr Vice-Chancellor, Ladies, and Gentlemen, if our unanimity is remarkable in accepting without discussion the third resolution, which might to many unprejudiced persons seem charged with debateable, not to say controversial, matter, I think I may venture to hope that our unanimity will be something yet more wonderful when we deal with this fourth resolution; for I have only to read the words to convince the most pugnacious person here present, whether gentleman or lady, that no one can possibly wish to quarrel with them :

“That, in the opinion of this Conference, whatever changes may be made in reference to the organization of English Secondary Education, the freedom, variety, and elasticity which have hitherto characterized it should be carefully preserved.”

Anyone who is privileged to move such a resolution as that may I think address himself to his task, as Mr Macan did just now, not in an apologetic but in a triumphantly self-confident spirit; for those three great cardinal virtues, which it appears have hitherto characterized English Education, would have been adopted to the utmost by such great teachers as Arnold, Prince Lee, Thring, the late lamented Miss Buss; and, again, as a very distinguished friend has whispered to me wittily, but perhaps rather wickedly, the resolution would have satisfied the ideal of the late Mr Squeers himself. That distinguished representative of the County of York would have claimed with imperturbable gravity freedom in his action, variety in his victims, and elasticity in his instruments.

Well, Mr Vice-Chancellor, any motion which has the good or the evil fortune to be well spoken of by all men has probably some danger, some weak points of its own. But

my duty on the present occasion is to appeal to an obviously kindly audience to emphasize their sense of the vast importance of not departing from the best—however imperfect—the best traditions of English Education. Why are we here to-day? Because we are dissatisfied with much that in the last fifty years has been done or left undone as regards Secondary Education. I noticed that in the graceful speech of Miss Beale, to which we listened a moment ago, words of the following kind appeared, which might be taken as notes of such discontent: Co-ordination, Organic Unity, Correlation. Those three words denote what was lacking in the past and what we now desire to attain. When Mr Matthew Arnold some years ago called upon us to organize our Secondary Education as the great national duty of the time, we were impressed with the fact that, however magnificent the efforts of individual Educators in the past, there had been on the whole a kind of anarchy in which every man did that which was right in his own eyes, and, therefore, that which was far from right in the minds of people wiser than himself. The fear now is just the opposite; it is that, in our endeavour to get over that evil, we should substitute evils of another kind; that we should be the victims of system carried to excess, and either crush what is after all the mainspring of all noble education, intellectually or morally, the inspiring character and originality of the teacher; or, again, commit the stupendous stupidity of establishing the same hide-bound system all over the country for schools of totally different kinds. Eloquent words have been spoken only a short time ago by the Principal of Cheltenham College and in the delightful speech of Dr Jebb, distinguishing between the control of a Government Department over Elementary Education and over Secondary Education. Speaking here in the presence of one Vice-President of the Council and of another Right Hon. Gentleman who not long since held that office with great distinction, I feel that I tread on delicate ground if I refer for a moment to the one weak point, if there be one, inherent in the system of the Department of Education.

I suppose there is hardly any body which has conferred greater benefits upon our countrymen than the Council of Education during the last fifty-six years; and yet through whom have these benefits purported to diffuse themselves throughout the country? Through that shadowy impersonality, may I call it, "My Lords." Here in the presence of votaries of Secondary Education, the title of "my Lords" provokes perhaps something like enthusiasm; but if your places, ladies and gentlemen, were taken for the moment by those who represent Elementary Education, by the teachers and managers of Elementary Schools, I am afraid that those two words, representing so much beneficence, intelligence, and self-devotion, would rouse thoughts hardly adequately expressed by our three words "freedom, variety, and elasticity." Therefore, ladies and gentlemen, I venture to hope that, whatever changes may be made in the organization of our Secondary Education, we may feel all the benignity but not perhaps all the ubiquity of "my Lords."

And, once more, to take an object-lesson from another country, a lesson which has often been held up for our guidance and our warning. Every one has heard the story of the famous French statesman, who took out his watch, and said, "at this minute in every school of France a certain lesson is being taught in every class." That story is probably, like some other stories that reach us across the Channel, tinged with exaggeration. Anyhow, that watch of the French statesman has never been popular in England, and I trust it may never become so; because, as was pointed out in previous speeches, what we desire is to secure the utmost possible initiative, thought, and sense of responsibility on the part of our teachers; and those fine results you cannot get unless you give them the maximum of freedom.

I would only say in conclusion that the present system of Secondary Education, now admittedly imperfect, will in all probability, to quote words often quoted before, "pass through great varieties of untried being" before the conscience and intellect of the best judges are satisfied. But

I trust that, whatever may be the final result, the influences which may guide it on its way to perfection will be (I read them once more) "freedom, variety, and elasticity."

The Rev. H. W. Moss (Head Masters' Conference): Mr Vice-Chancellor, Ladies, and Gentlemen, after the speech which we have just heard with so much admiration I fear that my poor remarks will be "as fat and fulsome to your ears As howling after music." I suppose that I have been asked to second this Resolution because it owes its place on the paper to an express request of the Committee of the Head Masters' Conference. It seemed to us highly desirable that at the present critical juncture the principle which it embodies should be explicitly affirmed and earnestly emphasized. The chaos which reigned in English secondary education before what has been justly called the beneficial legislation of 1868 and 1869 had at least this advantage;—it offered an open field for the exercise of individual originality and for a long succession of fruitful experiments, and down to the present day the best schools in this country have exhibited a happy diversity of system and of method,—a diversity extending to the weight which they have given to the several branches of study. Has not the preservation of these wholesome differences been largely due to the variety of the sources from which the members of their Governing Bodies have been drawn? Now the Education Bill, which is in our hands, deals with Secondary Education only incidentally and partially: but it establishes precedents, it defines the lines on which future legislation is likely to proceed, above all, it calls into being in every part of the country a large number of vested interests (I mean the new Education Authorities) which will have to be reckoned with hereafter. Where, I ask, is the diversity of origin and character which we should expect to find in these Education Committees,—bodies to which are entrusted such multifarious and delicate duties as those specified in the twelfth clause of the Bill? Why, they may be just as monotonous in their constitution, just as uniform in their characteristics, as the

several County Councils may think fit to make them. Are not the recommendations of the Royal Commission with regard to the "Constitution of the County Authority" far preferable? If I had the courage, and if I have the time, I should like to advocate two extensions of those recommendations. First, ought not the Universities (I mean all the English and Welsh Universities, but with their rightful pre-eminence carefully preserved for Oxford and Cambridge) to nominate one or two members of every Education Authority from among (an essential proviso) the residents in the particular locality? I make this suggestion to obviate one of the grave educational dangers of the near future,—that in the new secondary schools, which, I suppose, will be gradually established, too much importance may be assigned to money-getting, "bread and butter," studies—studies which are absolutely necessary, but from which more must not be expected than they can give—to the disparagement of those subjects and those methods of imparting knowledge which cultivate the intellect and develop the character. We must all wish that our higher education should do something more than minister to commercial requirements. We cannot regard, for instance, as the ultimate aim of the study of languages the attainment of that polyglot ignorance of which many of us have had painful experience in foreign hotels. Secondly, ought not every Education Authority to include some women, not merely as women teachers (though I must not be supposed to be arguing against that recommendation of the Commissioners), but purely and simply as women, for the sake of the vast number of girls who attend our secondary schools? The arguments in favour of a definite enactment to that effect seem to me so obvious and so overwhelming that, in my judgment, the *onus probandi* rests on those who oppose it. I have the honour to second the Resolution before the Conference.

Mr W. GLYNN WILLIAMS (University of Wales): Mr Vice-Chancellor, Ladies, and Gentlemen, I rise to support this resolution not so much as representing the University

of Wales, as being a Secondary Schoolmaster in a position, perhaps, to look at it from a different point of view from that of the majority of this Conference. We have heard the terms "freedom, elasticity, and variety" explained, but it has not yet been indicated in what particular way these characteristics are to be secured. Are they to be secured by comparatively large foundations, or—and this is the error which I would most earnestly deprecate—by the establishment of a variety of small schools, the multiplication of puny institutions for the teaching of specific subjects? It is surely the opinion of the majority of this meeting that each school should be to the largest possible extent a self-sufficient *αὐτάρκης* and should be of such a size in point of numbers as to secure a satisfactory classification for the teaching of all essential subjects under one staff. It might possibly appear absurd that I should enunciate such obvious platitudes in the presence of this Conference, but for the fact that a mistake of this very kind has been already made in the Principality of Wales under the Welsh Intermediate Act. We Welshmen are sometimes said by our more sober-minded and slower-pulsed neighbours to be an excitable, emotional, and impressionable people, and so we are, and that makes us *par excellence* the victims of well-meaning, although often incompetent, educational agitators who have the fatal gift of glowing rhetoric and persuasive eloquence. The consequence of this has been, to a large extent in the whole of Wales, to establish more schools than are necessary. In the County which I know most about, the County of Carnarvonshire, the population of which is a little over 125,000, which is the population of Blackburn, rather less than that of Cardiff, and a little more than that of Brighton, there have been established no less than nine Secondary or Intermediate Schools. Would anybody dream of founding nine Secondary or Intermediate Schools in the town of Blackburn? One natural result of all this is that there is a hungry cry for material to work upon; there is a loud demand for boys,—*Si possis, recte, si non, quocunque modo* 'boys,'—and there is even a tendency to entice

boys from the Elementary to the Secondary Schools before they have attained that very low standard necessary for admission,—the fifth standard.

I beg, therefore, to press upon all concerned with Secondary Education in England the advisability of remembering Wales as the *corpus vile* upon which the experiment of the multiplication of schools has been tried, so far as we are able to judge, with disastrous results, and of bearing in mind that such undue multiplication carries in itself the germs of the degradation, the decay, and I may say the death, of Secondary Education properly so called.

Miss S. ALLEN-OLNEY (Private Schools' Association): I beg leave to say a few words on this fourth resolution. I shall have to refer to the country where the Schoolmaster regulates the studies by the use of the watch. There is not much in France you need wish to copy, but there are a few things we might copy with advantage. But to come back to our own country and more especially to this fourth resolution where we pray for "freedom, variety, and elasticity." Nothing can be more injurious to this country than the loss of the "freedom, variety, and elasticity" which have hitherto characterized our Secondary Education. Heads of schools till now have been untrammelled by any rigid system or code and those engaged in Secondary Education have been able speedily to adapt their curricula to the changes so frequently required in these modern times. Under the enforced curriculum of the State or of a County Council, no matter how good that County Council may be, the teacher would be "cribb'd, cabin'd, and confin'd," and the child's true development would be stunted. Such control in educational matters as prevails abroad, and which we in England seem inclined to wish to copy, is largely due to the necessity of a compulsory military system. The very position of continental countries renders uniformity and machine-like precision of more value than originality and independence. But for England with its extensive and varied Empire, the very reverse is needed. Without that individuality, independence,

and power of adaptation to circumstances, which Secondary Education has hitherto developed, England's sons would be ill-fitted for the battle of life they have to fight. Character is of far more importance to the nation than any number of facts crammed into the mind according to some special system. The reasons given for advocating State or local control of all Secondary Education are various and mostly mistaken. Some advocate it in order that Elementary School children may receive higher education. These forget or shut their eyes to the fact that the work procurable in business or in the professions is exceedingly limited, and that already there are thousands who, having passed through Higher Grade Board Schools, have no other prospect before them than an ill-paid clerkship; for they consider themselves too well-educated for even skilled manual work. But in any case they would be handicapped in turning to it, as their fingers would have lost the flexibility of childhood. Others say that this control of all Secondary Education is necessary because of the non-success of the English clerk and because the quantity of foreign (mostly agricultural) produce poured into England arises from the fact that our boys and rural population generally are not sufficiently educated to compete intelligently with the foreigner. But the control of the curriculum and organization of all Secondary Education has nothing to do with this deplorable state of affairs. When we are in our graves, the country will no doubt wake up to the fact that it has meddled injuriously with Secondary Education, and thereby caused a deterioration in the character of the independent, sturdy, middle classes. It will also have to awake to the fact that our manufacturing business has departed, for no doubt by that time we shall scarcely have an industry left. The Minister of Public Instruction in France would be much surprised if he were told that the great success of the French in under-selling the English was due to Secondary Education, and he would reply that Secondary Education is not given to the industrial classes in France, that it is self-supporting and has to be paid for by those who desire it.

Many years ago France saw its trades and handicrafts languishing and set about establishing schools where children from the age of twelve are taught practically the two or three hundred trades which flourish in that country. What the English clerk requires is a few months industriously spent in a foreign country, and what our rural population requires is the same kind of practical teaching which the same class of foreigner can obtain for nothing or at a very small cost. To a certain extent technical classes in England are striving to supply this want; but there is too much theory and too little practice, while the ignorance of the whole subject of many of the County Councillors leads to terrible waste in the expenditure of the funds at their disposal.

[Yet this is the kind of body, not formed of experts, who are to control the curricula of Secondary Schools. If all children are ground in the same educational mill, slowly but surely, individuality and the sense of responsibility will be deadened, then destroyed, and as surely England will then take a second place in the world. Freedom, variety, and elasticity are incompatible with a curriculum controlled by the State or a local authority, no matter by whom appointed.*]

Mr JOHN BIDGOOD (Association of Head Masters of Higher Grade and Organised Science Schools): Mr Vice-Chancellor, Ladies, and Gentlemen, I think that all the speakers, or very nearly all, have dealt in this resolution with "freedom, variety, and elasticity" in the organization of Secondary Schools. I would venture to direct the attention of this Conference to the fact that the resolution is approving of the continuance of "freedom, variety, and elasticity" in the organization of Secondary Education. I am here as the representative of a body of teachers in England who are somewhat midway between the Primary and the Secondary Schools. We are most of us masters of primary schools, but we are most of us also masters of

* In consequence of the limitation of time, this passage was omitted in delivery.

secondary schools if we are to accept the definition of the Royal Commission on Secondary Education, that is to say, we have under our control schools which are primary and schools which are secondary. I have no reason to find fault with that definition although I am not particularly inclined to value the name "Secondary" as applied to my teaching. But, Sir, I would like to point out that these Secondary Schools have developed from the Primary Schools; they are not a mere excrescence; they are not a fungoid growth, but they are an organic development of the education given in the Primary Schools. The School Boards have spent money in conducting this education, but they have been pressed on by the ratepayers who wanted something beyond the standards and were therefore anxious that the Boards they elected and the expenses they paid out of the rates should do something for their children beyond the standards. Well, Sir, I wish to insist before this Conference that the freedom which is demanded and which it has been stated should be allowed for Secondary Education should include the freedom to develop these Schools on the lines on which they have already been developed, and should avoid carefully any interference with this great work of Secondary Education in which I and many of my colleagues are engaged. It is, perhaps, not quite well known to all of you that there is a large number of children in these schools. My colleague, who is the Secretary of our Association, tells me that he estimates that there are altogether 36,000 children in Higher Grade and Organised Science Schools. The education of 36,000 children in these schools is not a matter to be lightly passed over, and is not a matter for the Education Department of any Government to interfere with lightly in any Bill which they may bring forward. It is a matter for which they will have to be accountable to the electors whenever the time comes for them to be accountable for all their delinquencies. I, therefore, Sir, insist on the fact that the Higher Grade and Organised Science Schools should be allowed to continue; they should be given freedom to develop; their continuance will give

variety to the Secondary Schools of this country and give elasticity to the whole system. There are one or two personal points before I sit down I wish to speak upon. If there is one man who has condemned Higher Grade Schools it is the Headmaster of Bradford Grammar School; if there is one man who knows more about the beneficent action of the School Board than any other man in England it is the Headmaster of Bradford Grammar School. There is yet one point, Sir, to which I and those with whom I am associated wish to advert. We do not ask for the freedom which Mr Macan in his address before the Society of Arts was not inclined to allow us. Mr Macan stated before the Society of Arts that the great reason we wanted to enter into the work of Secondary Education was because of the social advancement it would afford us. Ladies and Gentlemen, I assure you we do not want such social advancement; we do not want the opportunity of mixing even with Mr Macan on equal terms.

Mr A. C. HUMPHREYS-OWEN, M.P. (University of Wales): Mr Vice-Chancellor, Ladies, and Gentlemen, I should not for an instant have intruded upon you but for a few remarks which have been made by my colleague, Mr Glynn Williams, on the subject of small intermediate schools in Wales. I cannot allow his remarks to pass, to go forth to this most important and influential assembly, as an expression of the educational opinion of the Principality. If there is one thing upon which the people of the Principality are agreed, it is in their desire to bring Secondary Education to the children of the people. We have found by experience, those of us who know most of the country are most completely convinced, that it is impossible, impossible on various grounds, grounds of language, grounds of preliminary training, grounds of narrowness of means, to take children from their immediate home and to place them in the larger schools. Let me give you an instance from the county to which I belong myself. It is a county of close upon 500,000 acres in area with a population of about

60,000. Well, we have established five schools in that county. According to the views of Mr. Glynn Williams you would say those schools are failures and are doing mischief rather than good. I am assured by a most competent educational authority that out of more than 300 children whom we have now got in these schools, 200 would certainly never have had any Secondary Education at all if it had not been for their existence. Again suggestions are made that the teaching is inefficient. I grant at once that you do not get in a school of 30, 40, 50, or 100 children belonging to a poorer class that sort of *esprit de corps*, that delightful size of playgrounds, class-rooms, gymnasias, and everything else which you see in a well-equipped English Grammar School, but still we are giving a thoroughly good education; we have men and women with high educational qualifications to teach them, and the practical and substantial way in which the work is done is of the very highest value to education. You may say that all this is merely my own opinion. Let me assure you that in order to earn the Grant the schools must be examined and inspected to the satisfaction of the Treasury. In most of the counties the Examination is given by Professors of the University Colleges and the rest by the Joint Board. The inspection is carried out by the Charity Commission. I have only to refer you to the Report of that Commission which has just been published, certainly an impartial authority; and the report which they give of the work done in the Schools is, I think, an ample justification for my deprecation of any movement to restrict the number of children who obtain the advantages of Secondary Education.

The Resolution having been agreed to *nemine contradicente*, the Conference adjourned until the following morning.

In the evening the members of the Conference and a large number of members of the University and others were entertained at a *Conversazione* at the Fitzwilliam Museum on the invitation of the Vice-Chancellor.

SECOND SESSION,

held in the Senate House on Wednesday
22 April 1896, at 10 a.m.

The Chair was again taken by the Vice-Chancellor.

INCLUSION IN CENTRAL AND LOCAL AUTHORITIES OF TEACHERS IN SECONDARY SCHOOLS.

The Rev. G. C. BELL (Head Masters' Conference): Mr Vice-Chancellor, Ladies, and Gentlemen, the Conference yesterday, with apparent unanimity, decided that distinct central control ought to be established for Secondary Education, the administrative functions being assigned to a particular branch of the Educational Department and an Educational Council being appointed to advise the Minister, and to discharge other quite independent functions; and I think if there had been no other result of the Conference than the passing of that resolution we should feel that the trouble that has been taken to organize this Conference had been abundantly justified, and that the gratitude of the country was due to those who have taken so much trouble to bring us together. The Commissioners in their Report recommend that of the Council one-third, say four members, "might be co-opted from among experienced members of the teaching profession." Similarly, in the case of the Local Authority, they recommend that of the minority of members not chosen by the County Council or the Borough authority, "several ought to be taken from persons actually or recently engaged in teaching....so as to secure for the Local Authority the benefit of that special experience which teachers possess." Now, if you accept the resolution placed in my hands, you will not merely express your approval of the Commissioners' suggestions; you will go a step further and say that among the experts to be included in the Central and Local Authorities there should be those who have had practical experience not merely as teachers

but as teachers in secondary schools. The development and control of Secondary Education will necessarily give rise to very complicated and difficult questions, questions far more complex than those that arise out of Elementary Education in proportion as the range of subjects is far wider and the aims and requirements more varied. It seems hardly necessary to argue that in the settlement of such important questions the presence of experts must be valuable and even necessary. It is true that one or two of those who gave evidence before the Commission expressed dissent from this opinion, but that dissent was completely overborne by the remarkable consensus of opinion which has been summarised in a valuable memorandum in the fifth volume of the report, shewing that not only teachers, but also men of experience in the public service in County Councils and in other ways, joined in thinking that it is necessary to secure the help of experienced teachers on the new Local Authority. The functions of that authority will, if the lines of the Report are followed, be very manifold. They will have to supervise the whole area of secondary education in their district, to consider whether existing schools are adequate and if necessary to supply the deficiency, to superintend the working of endowed schools and other educational endowments and to amend or initiate schemes. They will have also to discharge various financial duties which cannot be adequately or properly discharged without clear knowledge of the requirements of the different classes of schools and the claims of different branches of study. It is plain that the new authority ought to have at its command not merely a knowledge of many intricate details, but also a comprehension of the aims and principles of higher education, so as both to develop it with due regard to the varying needs of different times and localities, and also to secure that "freedom, variety, and elasticity" which we heard yesterday so eloquently advocated: in a word to make education and keep it not sectional or unduly special but truly liberal.

There seem to be only three sources from which the

new authority can seek this necessary knowledge of details and principles. First, from secretaries, clerks, and other officials. That does not seem to be the way to secure the conditions that I have just indicated; it is the way to red-tape and bureaucratic uniformity.

Another way is by seeking advice from outside experts from time to time as occasion arises. Now the average county or borough councillor is, of course, a man of mark in his own district. We heard yesterday one or two expressions of robust confidence in his wisdom and capacity. He also has very generally a real interest in education, earnest enough sometimes to blind him to the fact that he has an imperfect grasp of detail, and, therefore, he may not be so ready as is desirable to see when the occasion has arisen for seeking the advice of capable experts; he may prefer to trust to the unprofessional knowledge of himself and his capable colleagues. But discussion of such professional questions without the presence of experts is sure to lead to waste of time, and also ultimately to friction with those who have to execute orders imperfectly considered, and not always capable of complete execution. We find such difficulties not infrequently arising in the analogous case of governing bodies who do not habitually invite the head teacher to be present during the discussion of educational questions. I do not speak with any personal knowledge of such difficulties, but there may be persons present who are familiar with what I am saying: they may know how imperfect information leads to proposals being made and discussed on unpractical lines, how resolutions are arrived at which ultimately have to be revised or rescinded. And such difficulties cannot be completely avoided by enquiring of experts either before or after the debate. What you want is to have your professional guide on the spot so as to save you from going up "no thoroughfares," and to point out to you the feasible ways of securing the aims which you want to attain.

The third plan for securing the command of such special knowledge by the local authority is the one that I am asked

to advocate, namely, making provision for including as members persons who have had practical experience as teachers in secondary schools. I need not dwell upon the justice and the wisdom of including among such persons women. The feeling of the Conference, I think, was sufficiently shewn in the debate yesterday to prove that they approve of that. I need not labour the argument that among the professional experts a due proportion should be secondary teachers. I have spoken of the differences between Secondary and Elementary Education, and for advice about Secondary Education we must look to those who know its special characteristics. One point more: a leading feature both of the Report and of the Government Bill is decentralization, and in order that decentralization may be effective it must be secured that the Local Authority shall have sufficient knowledge to convince the teachers under its control that they are directed by competent wisdom. Otherwise there will always be a tendency to appeal to the Central Authority with all the friction and loss of time and power which such appeals must involve. All these considerations lead me to ask you to pass the resolution that I am asked to advocate, namely:

“That, in the opinion of this Conference, it is desirable that, in the case both of the Central Authority and of the Local Authority, provision should be made for including as members persons who have had practical experience as Teachers in Secondary Schools.”

Mr LEE WARNER (Norfolk County Council): Sir, I beg leave to second the resolution which has been so ably moved by Mr Bell. I would remark that we are only dealing at present with Secondary Education, and I should like to confine the few remarks I am about to make to the Local Authority. Of course the representation by County Councillors is the best way to secure the earnest co-operation of the people and the district with which you are dealing; but no one who has worked as a County Councillor can doubt that County Councillors need direction

wherever they have to deal with any question which experts understand better than themselves, and I may add that nobody who has had as long an experience as County Councillors can have had will doubt that they are extremely glad to get that direction when they can get it. We in Norfolk have tried to make up for the absence of experts on our Committee by occasional conferences with Head Masters of Secondary Schools, and I may add also with the representatives of the National Union of Teachers of Elementary Schools who have also given us very great assistance, but the occasional conference is not of the same value as having recognised representatives of Secondary or of Elementary teachers on the Committee itself. I will not deal with the other kind of experts because this resolution does not give opportunity for discussing them, but I will briefly ask you to consider how we should best secure the co-operation of experts who have had practical experience as teachers in secondary schools. It is agreed that it is desirable to have a certain proportion of experts on these Committees; it is not universally agreed whether it is desirable to have this made statutory. I myself hope that it will be made statutory. It will save discussion by County Councils; it will save that exceedingly embarrassing question that occasionally arises on our Technical Education Committee whenever I try to move that we should have a permanent expert on our Committee, as to whether it may not hurt the feelings of some of our brother County Councillors who have not yet been elected on our Committee. If the Government could see its way to make that alteration in the Bill now before the country I should be extremely glad to see it made. I may remind you that the Bishop of London, who is certainly not too eager a reformer, although he is unquestionably a man who knows more about education than any man I could name, has expressed his opinion that representation of teachers should be prescribed by law; therefore, I hope it will be made statutory.

When the question comes as to how the representatives

should be secured we get on to rather more difficult ground. It has been proposed that it should be done through bodies like the Conference of Head Masters, the Association of Head Masters, and the National Union of Teachers. For my own part I do not believe that plan would be popular, nor personally do I think it would be wise. I think it would be far better that the teachers of a particular locality on the Register should elect the representatives for that locality; for example, that the Norfolk Head Masters and Head Mistresses and the Norfolk Elementary Teachers and Mistresses should elect their own representatives. They would know just enough of the needs of the locality to put them in touch with the Committee, while the National Union and the various Conferences of Masters and Head Masters which are now held throughout the country would be able to keep them in touch with their profession; at any rate I never knew a master who got very much out of touch with the profession. We should, I think, avoid sectional rivalries or whatever little difficulties might arise within the bodies and associations themselves by going straight to the register of the county itself.

Then comes the question as to whether the representatives of Secondary Education should be selected only by a register dealing with Secondary Teachers. For my own part I believe that if it were prescribed that one should have had experience as a Secondary Teacher, another as an Elementary Teacher, it would be well that they should be elected by the whole register: it would save difficulties and I think it would result in our getting the best representation. I entirely agree with what Mr Bell has said about the necessity of having women also on our Committees. I hope that that feeling is gradually spreading with overwhelming force, but I must confess that it has not yet reached my county of Norfolk, and the fact of such a necessity being embodied in a Bill would help it to reach Norfolk. I do not think the Norfolk County Council would object when it was laid down for them. There is only one other point. I notice that Sir George Kekewich has suggested that perhaps it would be

well to exclude the expert representatives from financial business. It might be well to exclude them from financial business if they were still existing teachers; if on the other hand they were retired teachers it would not be necessary.

Miss A. J. COOPER (Teachers' Guild): I am afraid I shall be considered to be harping on one string in also speaking on the subject of women being in these local educational authorities. A good deal of what I wanted to say has already been so well said that I pass at once to what I think is an important point, and that is the danger of women being omitted without any intention to that effect. We have had some experience of the interpretation of legislative enactments to the effect that no special expression of inclusion means exclusion, and we are very anxious not to meet with that difficulty in any educational legislation that may be brought about. In the Registration Bill the representation of women is provided for and we want to see it expressly brought in in the Education Bill. There are two ways in which it may be done. One is by some such clause as is in the Registration Bill to the effect that women are eligible. Another is by some provision that amongst the representatives of teachers, if they are to be elected, or amongst the co-opted members of this Educational Committee, women should be included. It is a very important point and we want to see it made as clear to the public as it is clear to our minds to-day, that the intention of those who care for the educational future of the country is to enable men and women to work side by side in considering these big questions. I think that our expression of opinion this morning should rather take the form of emphasizing this interpretation of one word in the resolution, that when we support it we wish to imply that the word "persons" to our minds means women as well as men, and that, further, we hope that expression of our opinion will be embodied in any modification that may be proposed in the Education Bill so that we may have not simply the eligibility of women declared, but also some provision made for their presence on these educa-

tional bodies, and that is the point that I hope this meeting will expressly emphasize by supporting this interpretation that I now venture to lay before you.

Mr G. BROWN (College of Preceptors): Mr Vice-Chancellor, Ladies, and Gentlemen, in coming forward to speak in support of this resolution I would like it to be distinctly understood that it is not in any way to be taken that one would cast reflections on county councils or any of the authorities already existing for administrative purposes. I think we are all agreed that county councils have done and are doing a great and good work to the public advantage and so are school boards. I therefore do not join with those who have associated their names exclusively with such works as drainage, muzzling, and works of that character. I think it is an insult to the intelligent men who sit on those councils to be continually associating their names with such works. On the other hand, I gather from the remarks yesterday that experts are looked upon by some sections as being the very worst class of persons to whom you could entrust any management whatever. Well, I am under the impression that ignorance would be even worse than to have an expert knowledge, and while on the one hand we would say that county councils are not infallible I think we might almost say that they do not in the question of education possess that knowledge, that intimate knowledge which Secondary Education at any rate will demand from them, and that putting experts on county councils will be advantageous to education itself and I think would prove a very grateful help to the county councillors themselves, and I am under the impression that they would welcome experts as rendering them very valuable assistance.

Now one thing has struck me very particularly and it is this: if we watch this movement from its very inception to the present time it seems to be changing its pivot entirely. It was originally a movement for the organization and advancement of Secondary Education; it is developing into a tremendous squabble between rival authorities as to

who shall have the manipulation of education altogether. I would urge upon those who are really interested in the question that they should take their position on the plank in the centre and equilibrate these quarrels by seeing that education is not permanently injured by the conflicting interests at either end. Now how can the friends of Secondary Education temper these movements? I think it will be admitted, as it will be the first time that county councils are to be entrusted with this educational work and as they will have to spend public money, that the State rightly requires that a majority of the local education authority should be county councillors; but, that majority having been granted as a safeguard to the State, I think that the friends of Secondary Education should see that they come in with the minority with a directive force in the interests of education itself. Now it seems to me that there are three authorities that might be elected for local purposes, the school boards, the election *ad hoc*, and the county councils. School boards are elected we may say *ad hoc* for elementary education, but that opens the gate for the rival denominations to bring in all their bigotries and to drag in the whole of the religious question which has really been the curse of the education movement. I say let the friends of Secondary Education guard against that. The election *ad hoc* for Secondary Education would be influenced in the same way, and we are driven back to the only remaining alternative, which is that the county council after all is the proper authority, and I believe that the intelligent men who sit on those county councils will do the work efficiently if tempered by the election of experts to aid them with the special knowledge which they will require for carrying out the various and numerous functions, put upon them by this Bill. With regard to the Central Authority, I think there we ought to see distinctly the influence of the Universities so that the higher education influence may come downwards. It is a mistake to say that the organization of Secondary Education should come exclusively from the Primary. I do not agree with Mr Macnamara when he says that the bridge can only be built from the

primary: it can be erected either way and I would allow "the two Macs" to fight the question out between themselves, while the true friends of Secondary Education see that Secondary Education itself is not put in the rear by these rival quarrels. We may assume that although the ratepayers may be expected to do the right thing they do not always elect a round man for a round hole or a square man for a square hole, but from what I gather from the Bill the Local Authority would be not directly subservient to the ratepayer, who perhaps would starve education, but the members of the local education authority will be elected by the county council, and therefore will have a freer hand and be less likely to be influenced by that estimable person, the ratepayer.

Professor M. R. WRIGHT (University of Durham): Mr Vice-Chancellor, Ladies, and Gentlemen, I have very great pleasure in giving a general adhesion to this resolution and probably if before intending to speak upon it I had heard and understood the nature of the speeches of the proposer and seconder, I should not have found it necessary to interfere at all in the deliberations of this Conference. The only doubt that I have in my own mind is this: I think the framers of these resolutions on Secondary Education and the friends of education generally are expecting rather more from the co-opted members of these Boards than they are likely to get. There seems to be in this Conference a very strange distrust—why arising I do not know—a very strange distrust of popular representation, yet there is nothing in the past history of popularly elected Boards to indicate that the ordinary English ratepayer is blind to the interests of himself and the interests of his country, or that he will treat Secondary Education any less generously than he has treated primary education, because, mark you, the charge brought against the development of the primary system is not that the ratepayer has done his work indifferently, but the cry is rather that the work has been done too efficiently. I therefore suggest that the friends of Secondary Education

would do well to shew a little more confidence in popular representation than they are displaying at the present time. The danger which I saw in this resolution, a danger that has been quite destroyed, I confess, by the generous speech of the proposer and the more generous speech of the seconder, was that the Report of the Commission which seems to be the gospel, so to speak, of this Conference, was being tampered with in the selection of words as to the nature of the co-opted members. You will remember that the Commission proposed that one-third should be co-opted by the Council itself "from among experienced members of the teaching profession," but these words are changed in the resolution to "persons who have had practical experience as teachers in Secondary Schools," a very important change and a very important difference. It was pointed out by Principal Bodington yesterday when speaking on another resolution that the effect of this resolution, unless we read into it that which it does not contain, would be to prevent all the members of the Universities of Oxford, Cambridge, Durham, and Victoria, and the members of the Provincial Colleges of England from being co-opted as members upon this Educational Board. Now that seems to me to be about the last thing that was intended. If you will allow me, Mr Vice-Chancellor, to read in by implication words which would include "experienced members of the teaching profession," and if this Conference be also willing to treat the words of this resolution as Miss Cooper has suggested and to adopt the meaning she attaches to the term "persons"—that is, if the Conference be willing to say that this resolution means simply that among those members co-opted there shall be a reasonable number selected from "persons who have had practical experience as teachers in Secondary Schools," I think the resolution will be carried unanimously as it deserves to be, but let us be quite clear upon that matter.

We all listened with a great deal of interest to the concluding, and probably the most instructive, resolution of yesterday's Conference. I would ask the true friends of Secondary Education to try and work out this problem,

whether they think that after Secondary Schools are directed by publicly elected bodies, after they have invented their Local Authority for the control of education, and further after they have elected their Central Authority for the control of education, whether having regard to the past history of elective bodies they are likely to get the "freedom, variety, and elasticity" to which they naturally attach so much importance. There will be, I suspect, a very grave disappointment in the minds of many of them when they come under the element of popular control, if they do not prepare their minds for a great deal of popular interference which will be absolutely necessary according to the present constitution of these Councils. Mr Vice-Chancellor, I have great pleasure, indeed, in giving a general adhesion to this resolution with the limitation which I have suggested, namely, that it must be understood that the phrase "teachers in Secondary Schools" is simply accentuating the meaning of this Conference and is not eliminating other experienced teachers who ought undoubtedly to be elected upon the Board.

Sir ALBERT K. ROLLIT, M.P. (Association of Chambers of Commerce of the United Kingdom): Mr Vice-Chancellor, Ladies, and Gentlemen, there are two particular forms of thought which I have been asked to represent, one commerce and the other corporate feeling. I have been much struck by the expressions which have been made use of in relation to municipal government, but I think the approbation has been partial and has not given full credit to the work which the Corporations have already done. Sometimes what has been said has been ironical and I cannot help thinking that the type of members of Corporations which has been present in the minds of many has been rather that of the old-fashioned Mayor, who when he first took his seat on the Bench as Chief Magistrate, said he would do his best during his year of office to be neither partial nor impartial, than that of those more educated men who have had the control of technical education and who, so far as I can judge, are doing most excellent

work in our Municipal Corporations. Having myself fulfilled nearly every office in connexion with them I speak perhaps with less modesty, and certainly with less reserve, and I am here to say that I have, from experience, the greatest faith and trust not only in the work of Local Government, but in those who govern us and teach us how to govern and to be governed, and I believe, for my part, that if the interests of education are added to the great interests which they already represent, the advantage will be not only to education but to that general civic government of which education is, to my mind, one of the most essential parts.

Now, Sir, I am not speaking in this matter without the records of the work which has been done. We have addressed, from the Municipal Corporations Association, questions to all the Municipalities of the country as to what they have been already doing in the matter of education, and I hold in my hand returns which convince me and would (if I could read them, but they are too lengthy) convince you that such work has been of the very best character. I take two typical instances, Nottingham, the best centre of Municipal Educational work in our own country, probably matchless as far as my experience enables me to judge; and Luton—I take a contrast of a smaller place—which has recovered, notwithstanding the difficulties of the want of primary education, a great industry—that of the straw hat and plait trade, a bye-trade of our depressed agriculture—which had left it for Italy and Switzerland and which has been brought back with the regeneration of the industrial condition of the town and the increase of wages—which is not an insignificant item in this problem—the increase of the wages of the people to the extent of 100 per cent. Well, Sir, I also contend, from the statistics that I have here, that the practice of our Corporations has been, and most wisely and rightly so, to avail themselves of expert external help, and in many cases I grant that the chief credit—I take the case of Hull as an instance—has been due to the external help; but you

will surely give credit to the Corporation for the selection which has thus been made. I have the names of 155 towns and I find that the great majority have used that help. The conclusion to which I come is that as they have done it, you may make the addition of educational experts statutory if you like, but I do not believe it to be necessary ; I think the wisdom and judgment of the Local educational authorities will lead them to do the same as the municipal authorities have done, and if you make them, as I hope you will, the educators of the country they will remember the old German maxim that in order to make our education great we must make our educators great, and they will avail themselves of that external help which is so necessary for this purpose. I carry, for one moment only, the war into the enemy's country, and I ask why, as we have done, do not educators come into our Councils and help to do their general work ? that is a sacrifice which is due from them, a sacrifice which will bring with it knowledge and culture and broader and better thought, and I look forward to the time not when this help shall be brought from outside but shall exist within our Councils and be constantly available for their guidance. Sir John Gorst, I have to add this one thought, I hope you will make that committee statutorily independent, not to be supervised by any Council, but giving to the members the responsibility which, as well as knowledge, is essential to the conduct of these public matters.

Professor WILKINS (Victoria University): Mr Vice-Chancellor, Ladies, and Gentlemen, I sent up my card to speak because I wished to obviate the possibility of a misunderstanding which I think might arise from the words used by Mr Bell in his introductory remarks. He spoke of the great importance of having experts in Secondary Education taking part in the work of the local authorities, and I am sure he entirely carried the Conference with him in what he said. He assumed and I think others have assumed that the only experts in Secondary Education were those who themselves had practical experience of secondary teaching, and that is a

misunderstanding, if it be such, which I should like to combat. I think a glance at the platform, Sir, on which you are sitting would be sufficient to shew that there may be men who rank as the highest authorities in the country on Secondary Education who have never themselves actually been secondary teachers, and I cannot forget when speaking in this University that there are men here, many of whom I see around me, who for twenty, twenty-five, or thirty years have made it a part of their duty to study by a wide knowledge of different schools the problem of Secondary Education. This University sends out every year many examiners: in fact, so far as their influence goes, the guidance of Secondary Education has been in the hands of members of the Universities of Oxford and Cambridge, and I venture to think that if it were understood that these men are not to be regarded as experts in Secondary Education unless they have also added some more or less prolonged period of work in teaching themselves the phrase would be unduly limited. I am entirely in sympathy with what was said by Professor Wright, of Durham, and if I had known what he intended saying I should not have troubled the Conference with any remarks at all. I only wish to plead for a wide and liberal interpretation of the word experts, and to ask that among the wise and helpful guides whom we hope that the Local Authorities will co-opt in matters of Secondary Education we shall recognise that there may be those who have taken an active part in the study of the questions and in their way in carrying on the work of Secondary Education though not necessarily in the form of acting themselves as secondary teachers.

Professor J. WERTHEIMER (Association of Technical Institutions): Mr Vice-Chancellor, Ladies, and Gentlemen, in speaking upon this resolution I should like in the first place to say what I think will be in the minds of many members of this Conference, and that is that in supporting this resolution we are in no wise endeavouring to uphold the view that members of Universities, representatives of Universities and University Colleges, should not be included upon these

Local Authorities. On the contrary, I take it that we all of us hold it as absolutely certain that representatives of such bodies will be co-opted upon these local authorities, and that we, therefore, all of us may cordially support this resolution without in the least fearing that there is any possibility of such representatives being excluded. I should also like, if I may be allowed to do so, to express a hope that the view of Sir Albert Rollit in one respect may not be that which the Conference will generally entertain, I mean when he says that he does not think it is absolutely necessary that it should be made a statutory obligation upon these local authorities to co-opt persons who have been teachers in Secondary Schools, because I would point out that though in the case of many authorities which have co-opted members already we may rightly hold that it is not necessary; yet it is just with those authorities that are not so open-minded that it becomes imperative that Parliament should make it obligatory that representatives should be co-opted; so that really it is an important matter for us, and one of which I think we ought not to lose sight, that in the case of the worst of these bodies, or shall we say the least good, it becomes absolutely necessary to force representatives upon them, if they are unwilling to take them. And one point more; I trust that the view of Mr Lee Warner that these representatives should be chosen by an election of registered teachers may not be unreservedly taken as the view of the whole Conference, because I am one who believes that a better result will probably be obtained by allowing the bodies themselves to co-opt, for it seems to me to be of the utmost importance that the persons co-opted should be those whom the local bodies will willingly receive; and I can conceive circumstances happening in which the persons thus forced upon the local bodies would not be willingly received, and in that case I imagine their influence would not be of the very best kind. I hope, therefore, that it will be left to the local bodies themselves to choose the representatives of the teachers whom they would wish to have among them, and that when these representatives are chosen the interests of

Technical Education, about which very little has been said at this meeting—although you will remember the Commissioners ruled that it is an essential part of Secondary Education—the interests of Technical Education will not be overlooked, for the peculiarities of Technical Education are not of the kind of which the ordinary teacher in a Secondary School has any very great knowledge.

MR W. GLYNN WILLIAMS (University of Wales): May I be permitted, Mr Vice-Chancellor, in the first place to say a few words which are in the nature of a personal explanation, but which at the same time are not irrelevant to the resolution under consideration? I regret that yesterday I should have roused the indignation of my honourable colleague, Mr Humphreys Owen, who appeared to imply that I was condemning the Welsh Intermediate Act wholesale. It was hardly my intention to do so. The Welsh Intermediate Act is sound in principle and reflects the great administrative capacity of its framers. But it is marred by maladministration, and a futile attempt to bring Secondary Education "to the doors of the people." It is good in conception, bad in execution. You must pardon these references to Wales, for Wales has already been referred to in Sir John Gorst's Bill, and we are as it were the pioneers in some respects. I may mention that I have already been threatened with assassination for my remarks yesterday on my return to my native hills, though I should hasten to add that it was not by Mr Humphreys Owen. I might as well, therefore, justify my impending fate by making one more revelation as to the state of educational affairs in Wales. There is no doubt that the grave mistakes which have been made have all originated from the fact that representation has not been given to any adequate extent to those who have had practical experience in secondary teaching. On the local governing bodies, on the county governing bodies, and on the Central Board, I may go so far as to say that the profession of teaching is carefully considered, but it is considered in this direction, that it is actually regarded not as

a qualification but as a glaring disqualification, and the consequence is that we are barely represented at all on the two subordinate bodies, and on the Central Board, which is just becoming law and which corresponds to the Central Authority of the English scheme, our representation is three out of eighty.

Mr OWEN OWEN : Five.

Mr GLYNN WILLIAMS : Yes, I beg your pardon, it is five out of ninety. I beg to submit, therefore, to the organisers of the English scheme that grave errors have arisen in Wales, such as, for instance, the over-multiplication of schools, to which I drew attention yesterday, and other mistakes, which have, I repeat, originated from the lack of reasonable and adequate representation upon the governing boards of the expert element in Secondary Education.

Mr T. COPE (County Councils Association) : Sir, speaking from the point of view of the County Councils I wish rather to emphasize one word in this resolution which says that "provision should be made" (which means I suppose *shall* be made) "for including as members persons who have had practical experience as Teachers in Secondary Schools." Why I do that is that I think the effect of passing a resolution in these words would be unduly to limit the powers of County Councils in co-opting the different experts whose assistance we most willingly ask. When I look around, when I consider what we have heard, and when I see the very different and the very important bodies that might I think with almost if not quite equal rights claim to be among the co-opted representatives, it seems to me that we should by this resolution altogether limit and narrow the power of the County Councils, who after all have been, as I am very flattered to feel, by almost universal consent spoken of as the proper educational authority to carry on this most important work of Secondary Education. Not only are Secondary Teachers most important to help us, but it might also be claimed that Elementary Teachers should be

entitled to be amongst those co-opted. Then, again, School Boards would very properly have their say in the matter and would wish to be represented, and we have heard it said, and with very great force, that the Universities have a right to representation. When I go through the different lists of those important bodies that have almost a right to representation or at all events have a claim to representation then it will be seen that we really ought not by any resolution of ours to say that we shall be obliged to take teachers in Secondary Schools. If you do that you will be unduly limiting and unduly restricting the powers of the educational authority. I have mentioned some of those who might have a claim, and there is also the State itself. There are also the claims of science and last but not least there is the claim of the ladies. Every one of those different bodies and different persons to whom I have alluded may, I think, almost equally say "We should have as a legal right, as a statutory right, a representation upon this co-opted body." I venture to speak on this occasion because I think if you pass anything of this restrictive kind you will most unduly limit the power of the educational authority to co-opt those that they wish to co-opt for this most important work. I do not for the moment undervalue the great assistance that County Councils will receive from this power of co-opting. I hope myself that the power of co-opting may be made compulsory, as it was made in Mr Hobhouse's Bill, but when you have once done that, when you have recognised the great benefits that I have no doubt we shall receive from these experts, then I do think you ought to leave the educational authority a free hand to co-opt those whom they will.

Professor JEBB, M.P.: Mr Vice-Chancellor, Ladies, and Gentlemen, I just wish to point out in a single sentence that the objection raised by the last speaker does not apply to this resolution as it stands on the paper. It says merely that "provision should be made for including as members persons who have had practical experience as

Teachers in Secondary Schools." Other persons are not of course excluded.

The VICE-CHANCELLOR: Although there are one or two others who wish to speak, I am afraid I must now ask for a division on this resolution as we have already spent an hour upon it. I call your attention to what I said yesterday, namely, that it is proposed to print a few brief communications in an Appendix to the Report of the Conference, and that if those who do not have an opportunity of speaking will be good enough to send their papers to the Secretaries not later than April 25, they will be printed in the Appendix.

The resolution was then agreed to *nemine contradicente*.

THE REGISTRATION OF TEACHERS.

Dr H. J. ROBY: Mr Vice-Chancellor, Ladies, and Gentlemen, before I commence any remarks of my own on this resolution I desire to call attention to one or two words which I am instructed are intended distinctly to bear a particular meaning, or rather not to bear a particular meaning. The resolution is:—

"That, in the opinion of this Conference, legislation for the formation of an authoritative Register of persons qualified to teach in Secondary Schools is of urgent importance."

It is not meant to say that the register shall include Secondary Teachers only; all that is meant is, in conformity with the general character of this Conference which only regards Secondary Education, that it is important that an authoritative list of teachers in Secondary Schools should be formed; it is not in any way intended to rule the question one way or the other as to the inclusion in the same list of primary teachers.

Now, this resolution is one which possibly may excite a little more difference of opinion than has been shewn on former resolutions. When I had the pleasure of being on a Committee of the House of Commons five years ago there

were several questions which appeared to be burning ones in connexion with it. Some of these are, practically at any rate, shelved for the moment by a Bill of the Government. I shall deal with them in a few words presently. But I want to point out first, that to get a list of teachers qualified for teaching in Secondary Schools is in my opinion desirable for one main reason, not that there should be an additional certificate before the world of a number of persons having a certain amount of knowledge of particular subjects, but that those persons who come forward to teach should have spent some portion of their time in learning how to teach. One of the Bills which was submitted to the House of Commons five years ago did not make the competency to teach, or the being trained in methods of teaching, a necessary condition of being on the register. For my part I regard two things as necessary for the purpose of being put on the register, one the possession of knowledge, the other the ability to communicate it. The possession of knowledge is now guaranteed to a certain extent by the Universities and the large number of Institutions which profess to give certificates for the purpose. I cannot think that ordinary parents or ordinary heads of schools have any difficulty in that particular respect, certainly no difficulty which would be removed by the institution of a register. All that a register can do, and all that any legislation can do, in these matters as in other matters of life and character, is to exclude those utterly unfit and incompetent. You cannot secure the highest virtues by any amount of penal legislation; you cannot secure in your teachers the highest power of teaching capacity by the establishment of an authoritative list of teachers. The great gift, the divine gift, of communicating knowledge and the power to do so is one which comes in some degree perhaps by teaching and training, but to a large extent by the direct gifts implanted in the mind itself of the teacher. He can train it; others can help him to train it; he can derive inspiration from others in order that he may eventually communicate some portion of that inspiration to others

again in turn; but you cannot attempt, and I do not profess to advocate this resolution as attempting, to say that all those who will be put on the register of teachers shall be persons highly qualified to do one of the most difficult tasks that the human mind can be put to. But I do desire to exclude those who are incompetent; I desire to exclude those who are incompetent not merely from the want of knowledge but from the want of having given some portion of their time to considering the difficulties of the youthful mind and the difficulties of the youthful temper, and to considering the different methods which experience has gradually developed for teaching youthful minds and bringing the subjects of instruction forcibly and clearly before them. There is a great difference in the qualities required for teaching individuals, for teaching classes, or for mere lecturing. There are great varieties in the qualifications which would be required with regard to the different subjects which a person might have to teach. It is not the same thing to train persons to teach reading, writing, and arithmetic, as it is to train them to teach the higher parts of mathematics, of moral science, or of history. The things are very different. I believe strongly that it is important that every teacher should have given time to the study of practical teaching and that he should have had practical experience in teaching before he assumes the position before the world of a teacher, but I am quite aware that the difficulties are of a much more serious character in some subjects than they are in others. What is required in order properly to teach boys from cultivated homes of from 12 to 18 years of age is different from what is required to teach boys from humbler homes between the ages of 7 and 13. The differences are very considerable. But I must hurry on. I want to point out that the Government Bill as far as I can see provides no sanction at all. I think that what it proposes to do might have been done on Royal authority without any legislation whatever. My own doubt is whether there is sufficient motive in the Government Bill to induce persons to come on the register.

I think you require either one or perhaps both of the two kinds of punitive clauses which have been suggested before, the one providing that unregistered teachers shall not be able to recover their fees; the other, and the more practical one, that they shall not be eligible for employment in a recognised public school. If you can secure that all the teachers in all the great schools of the country will at once come on the list, no doubt in that case a voluntary list may do something; but I do not myself think that such a list can be sufficient; I think there must, sooner or later, be some disqualification attached to those who are not on the register. I desire to move the resolution.

Dr SCOTT (Head Masters' Association): Mr Vice-Chancellor, in the short time at my disposal as seconder of this resolution I shall confine myself entirely to the Bill before Parliament, and specially to one of the conditions named therein for the registration of persons who, whatever be their place of origin as teachers, are qualified to teach in Secondary Schools.

Both as a Secondary Teacher and as one interested in the wider aspect of education, I heartily welcome the Bill as a comprehensive and far-reaching measure, calculated to make teaching a united profession, by bringing into friendly relations and grafting into one stock the different branches which at present are too widely sundered.

The Bill forms a just and logical corollary to that clause in the new Education Code, which opens the Public Elementary Schools to the graduate who has not passed through a Training College course. The door of teaching will henceforth swing both ways, and Secondary and Elementary Teachers will stand side by side on a platform of honourable qualification. For the Bill recognises that a fusion of these elements should only be attained by requiring from each what seems to be regarded at present as the distinctive qualification of the other: from the Elementary Teacher it requires, and ought to require, a University degree or its equivalent; from the Secondary Teacher an evidence of

training in method. Registration, in fact, will imply both adequate learning and adequate power to teach.

But though all teachers need training in method, I hold, in common with many schoolmasters whom I have consulted, that a Training College course would be unsuitable for the graduate probationer. A clause in the Education Bill itself seems to suggest a better method: there we find that the County Education Authority may, amongst other matters, "aid any establishment or organisation for the training of teachers" [12 (2)], while the Registration Bill points to the Universities and similar bodies as certifying authorities for practical efficiency in teaching [7 (1) b]. But, after all, where can practical efficiency be tested and vouched for except in schools approved for the purpose, and under the normal conditions of teaching?

Approval of Schools for this purpose should depend on their size, position, and curriculum, and therefore this test cannot, I submit, be best applied either at Oxford or at Cambridge, where schools are few and their types lack variety.

The method suggested by the Bills seems to be that the County Councils should avail themselves of the powers now offered to them of raising *pro rata* a fund for the training of teachers, and of entrusting this fund to the Universities to be administered somewhat as follows: the Registration Council should approve for the training of teachers certain schools of sufficient size and situated near Colleges or other institutions where training in theory could be provided; to each of these schools the University, drawing upon the training fund for the salary, should appoint a Master of Method, who should be an expert in teaching, not in all subjects, but in certain allied subjects—such as Classics and English, French and German, Mathematics and Science, History and Geography. The school, like the master, should be approved for its strong subjects, so that the probationer in training would have the two-fold advantage of working under a model teacher in a model institution. The Master of Method would remain at the same school to train many generations

of probationers: but these—maintained in many cases by County or other Scholarships—would spend their year of probation, devoting their mornings to learning how to teach—by giving and hearing lessons—and changing school and subjects each term; and spending their afternoons at first in studying the theory of education, and at the end in the management, under supervision, of a class or a succession of classes.

The Master of Method should not, in my opinion, be the Head Master. His time is already too much occupied; but he might be expected to instruct probationers as to the working and organisation of the school, and to make such arrangements that the members of the staff and the probationers should be mutually helpful.

At the end of the year a probationer having passed an examination in theory, and having been reported on favourably by successive Masters of Method, would receive from the University a certificate of efficiency; he would have been really trained by doing the work of a teacher and discussing the work *pari passu*; he would have seen and compared the methods of three or more diverse and successful schools; he would not have been narrowed by the ultra-professional spirit, and the unreality of the Training College; and he would find that, with regard to appointments, Head Masters would readily give priority to the claims of a teacher who had thus served an apprenticeship of probationary training.

[As for the Bill itself, regarded as a measure tending to unification, its provisions for securing the ultimate representation of teachers on the Registration Council might, I think, be somewhat amended.

The plan of voting for representatives, as set forth in the Bill, partly by one section of teachers, partly by another, partly by both together, is, in my opinion, not only cumbrous, but would serve to promote discord and to perpetuate differences*.]

* In consequence of the limitation of time, this passage was omitted in delivery.

The BISHOP OF STEPNEY: I am very glad, Mr Vice-Chancellor, to find myself once more on the scene of so many pleasant experiences of my past life. I did not come here intending to make any speech. But my friend Dr Roberts came down just now and asked if I would not say something, and as this matter of registration is one on which for many years I have had a very clear opinion, I am prepared to say just a few words, but very few. I have seen in my time various Registration Bills, one worse than another, conceived in a pedantic and narrow spirit, and playing up to the interests of persons and bodies altogether inadequate. I have an exceedingly poor opinion of the greater number of Registration Bills which I have seen, and I listened carefully to Dr Roby's statement—it is a delight to have Dr Roby here again—for anything that should allay my apprehensions. I heard not a word. I did not gather from Dr Roby that any one would be allowed to teach who is not on this register. If that is the demand, you are asking for an absolutely impossible thing, and the better part of the educational world will reject your demand, and reject it with a certain amount of contempt. They will go happily on their way as they do now, only more determined that they will never come onto a register of this kind. You are running your head against a wall much too strong to be knocked down by such means. I heard Dr Roby say that, in his opinion, however learned a man might be, he was incompetent to teach in a school if he had not devoted at least some time to the study of the problems that would face him, the study of the youthful mind and the study of how he is to teach. I would ask whether any of the distinguished men who have gone from Cambridge and made their mark in the educational world has ever entered upon his work without preliminary training. And I would ask whether Dr Roby or anyone else can bring that preliminary training to book, and say that the man has devoted, to take his own words, "at least some time" to the study of these questions. A man who goes with any idea of duty to teach in a school of course does that, and the best

study of the kind is that carried on in the mind and conscience of an intelligent man, which never can be brought to book, never can be examined upon, and never can have any evidence of it provided at all. Are you going to register the studies of a man of that kind? I went down a great many years ago to act as a schoolmaster, and I am quite certain that I felt I was taking the most important step that up to that time I ever had taken. I am prepared to say that besides reviewing my own recollections of school life, and of successful and unsuccessful teachers, I devoted all the study I could to these questions; but of not one single moment of that study could I produce the slightest evidence. And that is what you are to exclude from this precious register. And what are you to get in its stead that can compare with it? I know something of Dr Roby's mind; and I know that he realised, first, the ambiguity of the phrase "qualified to teach," and next, the exceeding biting irony of it. A list of persons "qualified to teach"! Why, Sir, take the great mass of the persons who would at once press onto this register. I venture to say that a very large proportion of them are not in any higher sense, and never will be, "qualified to teach" at all.

Mr H. COURTHOPE BOWEN (Teachers' Guild): Mr Vice-Chancellor, Ladies, and Gentlemen, when I sent up my card asking to be allowed to speak I had not yet heard the explanation of the opener of the resolution. I represent in this Conference the Teachers' Guild, and I wish to say that that body has always set before it as its chief aim, the creation of a learned profession of teachers; that profession it thinks should be one profession, not many professions; and, therefore, it holds that there should be but one register. Let the qualifications be pitched as high as is practically possible. I say practically possible, because I think some enthusiasts at the outset have been setting some of the qualifications so high that very few people would be able to reach them for a very long time and the register might, therefore, fall into discredit. Still let the qualifications be

high, and let everybody be able to have his or her name entered on the register if he or she can fulfil the required conditions. In our view the conditions are primarily these: first, that the teacher must possess a sound general education, and, secondly, that he or she must give evidence of knowledge and practical skill in the theory and art of teaching. These things we consider as absolutely necessary for every teacher, for any one teacher as for any other, and the stipulation does not apply merely to teachers in Elementary Schools or teachers in Secondary Schools, but to all teachers whatsoever. Therefore, I trust that the Conference will really understand and will take this resolution to mean that there is to be one register, and one register only; otherwise we cannot have one profession of teachers. And I would urge too that in approaching this subject we should understand that we cannot have all we want at first. We are willing to accept what the Government Bill has offered us, firstly, the test of sound general education, secondly, the test of professional knowledge and skill. We hope that before very long this will not be considered sufficient; that technical skill will be taken to imply technical training; that training will be necessary for admission to the register,—training, if I may say so, of a more thorough character than was sketched by my friend Dr Scott. We also would add this: practical experience in teaching after the training and before the name is finally entered upon the register. We of the Teachers' Guild consider this of great importance. First would come the general education; then would come the training; then the giving evidence of professional knowledge and skill; and, finally, after two or three years of successful experience in schools recognised as efficient for the purpose we would have registration. But we are quite aware that we cannot have all this at once; and, therefore, we welcome very heartily the beginning that has been made in the Bill which the Government has offered to us. Let me emphasize also that we hold most strongly that, though we cannot yet prevent anybody from teaching who has not been registered,

we do hope that conditions will be made in increasing number which shall make it extremely difficult for anybody to undertake so responsible a work as teaching, and work of such national importance, without having given some public evidence of having devoted a little time to the study of the work, and having done so with satisfactory results.

The Rev. Dr FOWLER, President of Corpus Christi College, Oxford : Mr Vice-Chancellor, I do not at all wish to dispute the desirability or the convenience of such a register as is proposed in the resolution, but I should strongly deprecate making it compulsory in the sense of excluding from scholastic appointments any one whose name is not included in it. I feel more emboldened after the very able and forcible speech we have just heard from the Bishop of Stepney to take what I fear may be considered in this assembly the unpopular side, but it is a side which I think ought to be put before you. In what I am about to say I have to some extent been anticipated by the Bishop of Stepney, but I think I am able to introduce some one or two additional considerations. Two very simple instances I think will be sufficient to shew the great inconvenience, and even damage to the interests of a school, which might result from confining teaching entirely to persons whose names are on this register. Take first the case of Head Masters. The Head Master is generally a man of tolerably mature age and with the present liberty of election he has often been previously engaged in University or College work or some other branch of teaching not necessarily scholastic. Some of the very best Head Masters have never had any previous experience of school teaching, or their experience has been confined to private pupils. I need only name three illustrious predecessors of my friend Dr James, Dr Arnold, Dr Tait, and Dr Temple. I may also mention the name of a gentleman as familiar to Dr Roby as myself, Mr Walker, the present High Master of St Paul's School, who would certainly I believe have never thought of teaching in a school or of applying for a mastership until the high mastership of Manchester was offered to him by one of my predecessors

who was then patron of the school. Such men, if a register were in force, would not be likely to qualify for it, as little likely to qualify for it in the future as the eminent persons whose names I have mentioned have qualified for it in the past. Would it be wise then to limit the choice of the Board of Electors so as to debar them from choosing the candidate whom otherwise they considered the best, simply on this technical and pedantic ground? My other instance shall be taken from Assistant Masters. It not infrequently happens that a young college tutor, or a young barrister or clergyman, is invited by the Head Master of a great public school to take an Assistant Mastership or to become the composition master, or the master for mathematics, or science or the like. Now such a man would almost certainly not be included in the authoritative register and especially if one of the conditions of inclusion were the possession of a certificate in the theory and practice of education. Do any of the Head Masters present feel that they would like to be precluded from occasionally making an offer of this kind, the acceptance of which they must be conscious has often been fraught with great advantage to their schools? I know at least one or two occasions on which a distinguished ex-Head Master here present has made such an offer, and I do not think he had reason to complain of the result. What, therefore, seems to be the true and safe plan to adopt in this matter is that, while a register of persons qualified to teach in Secondary Schools should be established, giving all available information about the names included in it, Head Masters and governing bodies should be left free, either in formulating their general rules or in dealing with individual cases, to go outside that register wherever the interests of the school seem to dictate such a course.

Before sitting down I should like to make one general remark suggested to me by the present subject on the recommendations of the Commission. Excellent as many of them are, it appears to me that these recommendations, especially those connected with the registration and training of teachers, are too much dominated by the analogy of the Elementary

Schools. Now, considering the wide differences both as respects teachers and pupils which exist between the Elementary Schools and at least the higher grades of Secondary Schools, I trust I may not appear too bold in suggesting that this may be a false and possibly a very misleading analogy, and that regulations which experience has shewn to be desirable and even necessary in the one case may be found by experience, of which we have as yet very little, to be needlessly restrictive or even prejudicial in the case of the other.

Mr C. BOWDEN (National Union of Teachers): Mr Vice-Chancellor, Ladies, and Gentlemen, I was very glad to hear Dr Roby say that the resolution as put before us did not mean the exclusion of primary teachers from the register. We were told two or three times yesterday that we were the representatives of a large Trades' Union. Well, I have no objection personally to be called a member of a Trades' Union, and it is because I want to be a member of this great Trades' Union which will be organized by the register that I do not want personally to be excluded from the register. For what is a register of teachers? What is it but just simply a great Trades' Union roll which excludes incompetent persons? I belong to a body that for twenty-five years has placed in the fore-front of its work "the improvement of the general education of the country by seeking to raise the qualifications and status of public school teachers and to raise teaching to the dignity of a profession by means of a public register of duly qualified teachers for every class of schools, the appointment of a representative Educational Council, and the creation of a Ministry of Science and Education." That is the work of our Trades' Union, a work of which I or any one may be justly proud, and it is the work which will be carried on by the register of teachers which is about to be formed. I, personally, do not want to be excluded from such a register, but if the interpretation which has been put upon this resolution by Dr Scott is the right one I should be

excluded and many more who are represented here would be excluded also, who think themselves quite as good teachers as any of those who have such qualifications as Dr Scott has mentioned. He has told you that nobody could go on to the register who has not a University degree or its equivalent. Now, you must look as to what is meant by this equivalent and it is to be found in the words of the Bill which is before the House of Commons at the present time: the words are "or other body recognised for that purpose by the Council." Dr Scott's opinion as expressed by the organ in which he seems to ventilate his opinions is that certificated teachers will be excluded from the register by the Bill. Dr Roby has told you that he does not agree with that, and there are many clauses in the Bill which shew us that really it is absolutely necessary that primary teachers possessing the qualifications should go on to the register. The paper *Education*, which represents a large section of the persons here, objects to the third qualification for registration. We insist more upon the third qualification than we do upon the first. We do not despise the first because we have it, but we pay very great attention to the third, which says that there shall be "adequate knowledge of the theory and practice of education and practical efficiency in teaching." This is what Dr Scott (speaking to teachers in Secondary Schools only) says about the work of teachers in Elementary Schools: "his work is difficult, his circumstances are difficult, and often he produces a result which you and I may not be able to produce." That is what *we* say, that we are thoroughly efficient teachers. But there is not the difference between the primary teacher and the secondary teacher that some of the persons speaking to-day would have you believe. I stand here as one who from a colliery village sent up boys direct from my school—a colliery village school—to a University College and they are now occupying high positions in the mining world in the North of England. Now I say that by the interpretation suggested I should be excluded from the register; so would my friend the honourable Member for West Nottingham (Mr Yoxall) who

was considered to be quite good enough to be a Royal Commissioner on Secondary Education, but is not good enough according to Dr Scott to go on to a register of teachers. I will not propose the previous question to this resolution as I had intended, on the understanding that Dr Roby's interpretation is right and that those who possess the qualifications necessary shall come on to the register. You may be perfectly sure that the Education Department will not turn its back upon those whom it has considered efficient teachers during the last thirty years. Dr Fitch, who is here to-day, would certainly say that teachers in Elementary Schools are amongst those best qualified to teach not only in Primary but in Secondary Schools, seeing that three-fourths of the Science and Art Education which is being given in this country now is being given by primary teachers, and these are the persons whom we say shall not be excluded from the Trades' Union and from the register you are about to form.

The Rev. J. O. BEVAN (Private Schools' Association): Mr Vice-Chancellor, Ladies, and Gentlemen, I think in relation to this question we must have regard chiefly to the present necessity. We are not legislating for a period twenty years hence; we are legislating for to-day, and in respect of a register of teachers; and here I am dealing with the sixth resolution, and not with the seventh, to which I think some of Dr Scott's remarks applied. With respect to the register of teachers, we look to the Legislature to formulate a specific direction to the Council under the coming Act whereby those now engaged in the work of Secondary Education shall be sympathetically dealt with, so that all persons in charge of efficient schools shall be eligible at once and *ipso facto* for a place on the register. The Commissioners seem to suppose that all highly qualified teachers are now burning with a strong desire to see their names on some official list. I venture to say, Sir, that that is very far from being the case. The main difficulty, as it seems to me, that the framers of the

Bill, and those who desire to carry it through, will have to face, is to get a respectable register at all. I would commend to them the maxim of the immortal Mrs Glasse in the cookery book, who said "First catch your hare." The great thing is to get a register. If I might be somewhat heretical I should be inclined to say it does not matter much what sort of register it is, so long as it is a register. It appears to me that the Government Bill hardly seems to meet the case. There are many lines along which it may be criticised. In the first place it is permissive, and permissive Bills I think in this connexion are to be regarded with distrust. In the next place, to touch on a point which has been alluded to by a previous speaker, I should like to ask what inducement is held out to the teachers to lead them to register. I am certain that the most highly qualified men and women will look but coldly on the proposal; it will add neither to their prestige nor to their emoluments. Then what penalties or what disabilities would, under the Act, be inflicted upon those who failed to register? None that the best teachers would care a straw about. I have heard it suggested that within a comparatively short time from the passing of the Act the names of four and twenty thousand teachers would be found on the register. I venture to doubt very much the probability of the names of even 4,000 teachers being found on the register within three years after the passing of the Act, unless, of course, elementary teachers are allowed to come in *en masse* upon the strength of the Government certificate, which few persons would be found to contemplate. If it be said that experienced teachers would desire to find a place upon this list by reason of the fact that the list would form an electoral roll, I think I may reply that the advantages derivable therefrom would not be available for some time, and, in addition, that these advantages would be extremely problematical unless the suggestion made by Mr Lee Warner be carried out, with reference to the election of members from those various lists in the different localities, to form parts of the various local bodies constituted under

the Education Act. It is, therefore, conceivable that the qualifications of those who will at first find a place on the register may lead the best teachers to regard it rather as a distinction to be off than to be on that register. Why then should not the Educational Council be empowered of its own motion compulsorily to place on the list the names of all teachers who are engaged in efficient Secondary Schools or in any position to which they could shew a proper title? I am not dealing, as I say again, with matters which I presume to be affected by things which will happen twenty years hence, but with the state of things existing to-day. The Council might set out against the names of those people the record of their qualifications and experience, a short life-history in fact, so that the register may take the form of an Educational Directory, including as I trust it will, when formulated by the Central Authority, a list of schools as well as a list of those persons who are qualified to teach.

Miss A. J. COOPER (Teachers' Guild): There is not time to enter into arguments for or against the value of training for teachers, but I want strongly to emphasize the view put forward by Dr Roby that the register should be not simply permissive but in some sense made compulsory. The teachers who have now been considering the question for a long time, thinking it out very carefully, have practically all given up the idea that the compulsory clause should be the inability to recover fees, and think that it should rather be the inability to undertake, after a certain period of time, teaching work in public Secondary Schools, and they think that some inducement is necessary to make the register a real thing. May I say that it seems to me that one part of training is to make use of the practical experience afforded by the lives and work of the great educators of the past? The question of the difficulty of exceptional people in the future was envisaged in the Report of the Royal Commission and a provision was made for meeting that difficulty. It has not apparently been found possible to embody this in the Bill, but this would meet

many of the difficulties which are urged against training and against the demand that the qualification for admission to registration should be that people should have had some kind of training. Training, I may point out, may be of various kinds: practical work in a school and probationary work in a school may be considered as one form of training. We have not come to the last word on that. We have not in the population a majority of people of exceptional ability. Those exceptions may perhaps do without training, though I think even they would not be hurt by it. But a great many who are not of exceptional ability are taking up the work and by means of training can be very well qualified to do it thoroughly and efficiently. What we want is to hold up in this register an ideal to the young teachers of the future as well as to provide for the teachers of to-day: we want to indicate to them that nobody who is taking up work of this kind can afford to neglect the history of education and of the great educators nor the study of the methods that have proved successful in the past.

A vote on the resolution was then taken.

Ayes.....	107
Noes	7
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Majority.....	100

THE PROFESSIONAL TRAINING OF TEACHERS IN SECONDARY SCHOOLS.

Mr A. SIDGWICK (University of Oxford): Mr Vice-Chancellor, Ladies, and Gentlemen, I recognise the difficulty of distinguishing my resolution from the one which has just been passed, nevertheless I think I may be allowed to complain that the speakers to the last resolution have been trampling all over my ground, and I hope I may be able in the few minutes that are allotted to me not only to survey to a certain extent my own ground, but

perhaps also to make some perfectly justifiable reprisals. Speaking of training, as I do, in the presence of several distinguished trained teachers, both primary and secondary, both men and women, I wish to begin by confessing that I have no first-hand experience of training, in any capacity. That the confession may be complete, and the worst be known, I should add that I have twice examined and three times lectured for the Cambridge Teachers' Training Syndicate. I do not defend it: but it will save pain to myself and those who follow that I should state it at once. I have been led to advocate training by three things: by studying the sources of information open to all; by a scanty but valuable experience as a primary school-manager; and by 15 years' work as a master in a Secondary School.

I do not wish to dwell at length on the familiar arguments to shew that secondary teachers ought to be trained. No one denies that it is an advantage to the public to have some warrant that doctors, dentists, engineers, chemists, lawyers, soldiers, sailors, and others on whom public safety or health depends, are properly qualified: nor that a similar minimum guarantee would be desirable in the case of teachers. No one denies that teaching is difficult; that all beginners, and many who are not beginners, make bad mistakes; that some mistakes would be avoided, if the young teacher had studied the difficulties of the art, and the best that had been thought about it, had watched good teachers at work, and had practised teaching under experienced advice before beginning his profession. There is also the irresistible argument from Primary Schools. Neither the material from which these teachers are drawn, nor their general education, nor their system of training, is ideally good: yet no one denies that some such training is indispensable, or that their success (even in secondary teaching) may be justly traced—as it was traced by a speaker yesterday—to the training of their staffs. On the other hand, those who know Secondary Schools are aware, that in spite of all care on the part of the Heads, and the direct pressure of personal interest, even the highest grades suffer constantly from two sorts of inefficient teachers:

the curables, who ultimately become efficient at the expense of three or four generations of pupils, and the hopeless, to whom the pupils are permanently sacrificed in vain. With training, the first would have been largely cured before beginning: the second mildly but firmly diverted into another profession.

Nor is training only desirable in the interest of the public: it is demanded by a strong body of professional opinion. It was advocated before the Commission alike by many University men interested in education, by experienced Teachers, Directors, and Inspectors of Training Colleges: and masters and mistresses, we are told, did not dissent.

It is probable that the assent of Teachers is not so unanimous as the Report might suggest. It was inevitable that the people who believe in Training were better represented before the Commission than the silent unbelievers. No doubt both Schools and Universities have moved. It is true that Cambridge, London, and Victoria give Teachers' Diplomas, and that Oxford is at this moment (thanks mainly to Mr Gerrans) striving to follow suit. It is true that the College of Preceptors has long pressed forward Training by advice and example; that there is a flourishing Cambridge Training College for Women; and that many Teachers' Associations have passed numerous resolutions in favour of training. But there are undoubtedly many both at Schools and Universities who have misgivings and even hostility to Training. Let me conclude with a word or two addressed to some of these.

(1) It is often said, the Headmasters of the large schools may pass resolutions, but they neither appoint trained teachers, nor induce their assistants to qualify.

The statement is true in the main, though in a few instances they have done both: but it is manifest that while training is optional and the best schools are competing for picked youths from the Universities, the school which insisted on Training would be heavily handicapped in the competition. No one can afford to lose the best material by refusing it unless finished, when others will accept it raw.

(2) Among the assistant Teachers a common view, reduced to plain speech, is this : ' We have got on well without it.' The answer is, also in plain speech : ' You have not got on nearly as well as you suppose : there is not a school which has not, now or in recent memory, one or more incompetents, and no candid man would deny that he had himself made many preventable mistakes.'

(3) It is often said, ' Training would destroy freedom and variety and spontaneity, all would be cast in one mould.' This argument shews a penetrating ignorance of human nature. Thought and knowledge does not stupefy a man like this. To be warned off swamps and blind alleys does not make your walk less interesting or varied. To think and know of other methods and ideals is the surest way to develop resource and profitable variety. The 'single mould' is much more apt a term for the old untrained routine : for all colours, says Bacon, are alike in the dark.

[(4) Again it is said, ' At least let us wait and leave it optional, until we are agreed on the best system : the authorities have not yet ceased to differ and discuss.'

Nor will they ever cease : we cannot afford to wait. The Primary Schools have been constantly improving their system, ever since they began to listen to the teachers, and they will improve it more yet. And so must we. It is important that a start be made. A start does not preclude variety and experiment : we already have some, and that there should be much more is not only not to be feared, it is desirable—nay indispensable. But a real start can only be made by offering a strong inducement—if not by imminent (though not necessarily immediate) compulsion. The two Bills of 1891 supplied the sternest compulsion, by providing that after a certain date unregistered teachers should not be able to recover fees. The Commission gave weighty reasons for rejecting this method : but proposed that (after due interval) no unregistered teacher should be appointed to a public Secondary School. The present Registration Bill seems to trust to the mere inducement of the Register, which we shall probably feel to be insufficient. But I

cannot pass the mention of this Bill without a word of cordial recognition of its value as a whole*.]

(5) Lastly it is said, the teacher cannot afford the time and expense involved in Training. More particularly it is feared that many women teachers would have to choose between abandoning training (if it remained optional) or curtailing their University education. The objection is important; and the last danger is one that would be really disastrous.

But after all the children to be taught must be considered first. If training is essential, as I hold, then the expense of the teacher's education must be faced as inevitable. The stringency of qualification to practise in medicine nobody wishes to relax because it may place the doctor's profession out of the reach of some. If the undergraduate, male or female, had to stay up an extra year to qualify, the necessity would press hard on some, but no harder than a similar necessity does on the Doctor, the Lawyer, the Indian Civil Servant. The situation may be eased by scholarships, private beneficence, help for buildings from the State. But the cost must be faced: there is no good object, as the Commission Report says, to be gained by bribing ordinary persons to enter one rather than another of the learned professions. I beg to move this resolution:

“That, in the opinion of this Conference, no scheme for the organisation of Secondary Education will be complete which does not recognise the advantage of ensuring the Professional Training of Teachers in Secondary Schools.”

Miss DAY (Head Mistresses' Association): Mr Vice-Chancellor, Ladies, and Gentlemen, I must begin by repeating the apology which has been made several times by speakers to-day that it will be necessary for me, I am afraid to some extent, to touch again on the ground which has been occupied already by Mr Sidgwick, and I feel that

* In consequence of the limitation of time, this passage was omitted in delivery.

my repetition of his arguments will be slightly watering them down, but I cannot on the spur of the moment alter what I had prepared, although I feel that it embodies a part of what he has so ably said. What I wished to be allowed to do was to try to find an answer to the question that one so often hears, "Why should teachers now need training when they used to get on well enough without it?" I must necessarily approach the question from the girls' schools side for I have no personal knowledge of the plans which prevail in boys' schools, but I conclude that what is true in the one case must be, to a very considerable extent, true in the other. In girls' schools, then, we feel that in several important respects the conditions under which we are working now differ from those which prevailed forty or even twenty years ago. In the first place, we have more work to do now and a shorter time to do it in, the school year being about 300 hours shorter than it was twenty or thirty years ago. In the second place, the stimulus which formerly was offered to the few by the system of rewards and which was brought to bear on the many by the system of punishments, has almost gone by and some fresh motive power must take its place. Thirdly, as to the fixed systems of teaching which once prevailed—the somewhat mechanical but time-honoured plan of the pupils learning lessons and the teachers hearing them, and its successor, the lecturing system more or less modified—neither of them now holds the field though neither has disappeared. We are learning that each teacher must make use of that "freedom, variety, and elasticity"—I am afraid we are all getting tired of these words, but I really cannot avoid using them here—that "freedom, variety, and elasticity" in her methods of teaching that we yesterday laid claim to as characterising English Secondary Education as a whole. Such "freedom" it would be rash to grant to a novice; "elasticity" might easily be so strained that discipline would give way; and "variety," unless judiciously introduced, might include the use of injurious and hurtful methods, and might pander to the craving for undue excitement which is so often followed by distaste for the daily duties of life. We ask now

from our teachers the knowledge of the best methods of teaching, so that we may economise and make the best possible use of the very scanty amount of time at our disposal. They must be able to preserve discipline without the use of extraneous aids, and they must have the power to get good honest work from each girl according to her ability. Surely nothing but careful preliminary training will enable a teacher on first entering upon her work to come up to this standard. The excellent work which is being done by many of our Training Colleges furnishes the most conclusive answer to the fears some of us used to entertain that any system of training had a tendency to produce a stereotyped class of teacher often mechanical in her methods yet feeling that content with herself which is so fatal a symptom. I confess that there was a time when I entertained such fears myself, but a considerable amount of experience, both of the trained and of the untrained teacher, has converted me, and I trust that the same experience will, in course of time, produce the same result on all who yet remain unbelievers. I have great pleasure in seconding the resolution.

The Rev. Dr FOWLER, President of Corpus Christi College, Oxford: I do not intend to enter upon the general merits or demerits of this proposition but I wish to call the attention of the Conference to two special points, namely, to some of the practical difficulties, which will I believe beset it, and also to the hardship which it is likely to inflict upon many of the junior graduates of the Universities if the certificate which it contemplates is made a necessary condition of entering upon the profession of a teacher. I will begin with the latter point, and I think it is a most serious matter for the consideration of the Universities and especially for Oxford and Cambridge. Speaking for Oxford, probably on a rough estimate about two-fifths of our students enter the scholastic profession, and a large proportion of these are among the poorer men, many of whom even now often have a difficulty in completing their honours course, which in some subjects at Oxford implies residence for four years.

Now in the Report of the Secondary Education Commission (see Vol. I, pp. 203 and 208), it is plain that the Commission view with favour the suggestion of many of the witnesses that at least a year should be spent after graduation in the study of what is called the theory and practice of education either in the Universities or elsewhere. But it would be simply impossible for many of our students after going through the elaborate course required for honours to stay up an additional year at their own expense, and there are few colleges which in their present financial position could afford to grant five years' scholarships. And *mutatis mutandis* similar difficulties both at Oxford and Cambridge would apply to those students who now go up prepared to reside only for three years. Thus the inevitable consequence in the case of the poorer men would be to deter large numbers of them from coming to the University at all, as soon as they realised the position they were likely to be placed in, or to cut short the period of advanced study and of preparation for academical distinctions or else, lastly, to impose upon the resources of their parents a strain so severe that many of them would be unable to meet it. I am aware it may be objected that in many professions already, and notably in the clerical and medical professions, the period of probation is prolonged for some time after graduation, but these supposed analogies seem to me really to point the other way. As regards the clerical profession, the theological colleges are now largely used not to supplement University education but as a substitute for it, and they have consequently had a tendency to lower the level of general culture in the case of candidates for holy orders, not to raise it,—a consequence which I should fear might also result from the long period of professional education now proposed in the case of intending schoolmasters. Moreover, it is by no means universally true that graduates of the Universities do spend an extra year or even any considerable time in the interval between taking their degrees and entering upon holy orders. And as respects the medical profession, it is notorious that so far as Oxford is concerned the double

course first at Oxford and then at the London hospitals deters many medical students from coming to the University; and hence it is that a comparatively small number of our graduates enter the profession, a forecast perhaps of what may happen in the case of teachers also. I believe then that, if a certificate involving an additional year's preparation is insisted upon as a necessary qualification for teaching in schools, it will deter many of our best men from entering the teaching profession, will cut short the period which ought to be devoted to advanced study and will also tend considerably to diminish the number of students frequenting the Universities.

Now, I will briefly address myself to some of the practical difficulties which I think will beset the promoters of this scheme as soon as they attempt to carry it out. How is the practical instruction in school teaching to be obtained? Is it to be at the Universities? At Oxford there are only three Secondary Schools, educating amongst them I should say not more than four hundred boys, whereas every year there will probably be from 200 to 250—and more likely 250 than 200—B.A.'s desirous of becoming teachers. And I suppose that approximately the same numbers would, in each case, hold good of Cambridge. How, I would ask, are these intending teachers to acquire any real knowledge of practical teaching without seriously interfering with the ordinary school work, even supposing it was physically possible that they could be accommodated in the school buildings? Of course it may be said that they may go elsewhere, but will the headmasters of the great public schools and of the higher class of grammar schools consent to make their schools available for the purpose of training colleges; or even if they raise no objection will the parents allow their sons to become the *corpora vilia* on which educational experiments are to be tried? Lastly, this scheme of the training of teachers as applied to Secondary Schools is by the admission of the Commissioners themselves a leap in the dark. To adopt their own words on page 323 of the first volume of the report: "The whole subject is at present in the

experimental stage.” Why then should we act precipitately, and before we have seen the results of our experiments lay it down as a hard and fast rule that no one shall exercise the teaching profession unless he has spent one of the best years of his life in going through a course of training, the nature of which cannot yet be precisely determined and the value of which is yet problematical? Let us at least wait until some definite scheme of practical training is before us, for as yet there is none, and until its value and feasibility have been tested by experience.

Mr J. J. FINDLAY: I think one might answer Professor Fowler's last remark by saying that you cannot begin unless you begin. How can you gain experience of Secondary teaching or of any other form of work unless you actually do begin to try to see what you can do? Professor Fowler tells us that the headmasters of the great schools will never permit men to employ boys as the *corpora vilia* to be practised upon. Unfortunately, Sir, they do so at the present day. We all know that young men from the Universities are constantly sent for to occupy positions on the permanent staff in many schools without having had any experience of boys whatever. Further, this experience which they gain is part of their training. It is not a satisfactory training which divorces theory from practice, but such as it is this is an essential part of the training of the Secondary school-master. It is in fact that substitute for training which Dr Scott urged in his speech on the last resolution. To me personally my study of Dr Arnold and of Rugby is one of the most valuable parts of my training, but I will certainly not admit that because Dr Arnold, Dr Tait, or Dr Temple entered on their task without previous experience, they were the better for being deprived of that experience. Surely it is possible for us to believe that their work, great and valuable as it was, would have been better done if they had had the opportunity of wider experience and of more direct study for the task which they had to undertake. What we desire is that methods of education so valuable and impor-

tant as those of our great English public schools shall be known and understood over a wider area, and that those who undertake the training of Secondary teachers should assist in spreading this knowledge.

The Rev. Dr JAMES (Head Masters' Conference): I hope, Sir, I shall not be thought an *advocatus diaboli* if I venture to point out that there are certain difficulties in the way of our accepting this present resolution, or at any rate that there are certain modifications of principle which must be applied to it. I had intended to point out—I am very glad Mr Sidgwick has done so for me—the practical difficulty which at present meets headmasters. The headmasters of public schools are very often accused of being unwilling to submit their assistant masters to a preliminary process of training, and it should be distinctly recognised that unless you can get combined action that is practically impossible for individuals. There are a few schools, perhaps half a dozen, perhaps ten at the outside, the prestige of which is so great and the emoluments so large that the headmasters can insist upon such preliminary training, but in the majority of public schools, and I suppose practically in all grammar schools, that is not so. Supposing you have A, B, C, and D, and A, B, and C agree to insist on this training but D stands out, the consequence naturally is that D will get the best of the raw material, for able young men won't care to go through the preliminary course if they can get Head Master D to appoint them without it. That must be recognised as a practical difficulty at present. No doubt that might be met by some *force majeure* in the shape of an Act, and it becomes of course therefore necessary for us to see whether there are not other difficulties still remaining behind in case such an Act were passed. I venture to think that there are such difficulties still, but I am quite of opinion that for many subjects, or rather I should say that for certain stages in many subjects, preliminary training is most valuable. I cannot conceive but that the teaching of elementary subjects such as, let us say, arithmetic, English

grammar, the early stages of the grammar of any language you like to name, and so on, are subjects where a preliminary training is most valuable to a teacher. But are you going to apply this, let us say, also to University Professors; are you going to apply this system, let us say, to College Tutors? And if not, why not? I think it is surely because you see at once that there is a difference, and that in those higher subjects and stages of subjects the applicability of training does not come in. Mr Sidgwick has spoken of two classes of masters whom he has met at public schools. One of these was the curables, as he called them, that is to say the people who as he expressed it, I think, have bought their experience at the expense of three or four generations of pupils. Sir, after twenty years of schoolmaster's work I do not know those people. I have known people who have failed in their first term and have not been altogether successful in their second; I do not remember to have known people ultimately prove successful after sacrificing three or four generations of pupils. Then there are the incurables. I have met these incurables; I have discharged some of them as incurable; but to what has their failure been due? It has been almost entirely a failure of discipline, and I do deny altogether that the kind of discipline which you require for a Public School can be taught. It is like virtue; it cannot be taught. You may send a man perfectly raw, perfectly untrained, into a class room and he commands from the very beginning the attention of every single boy in it; no one will attempt to stir; but you may send an able man, a man who has taken the highest possible degree in the University into the same form and nobody will listen to him at all. It is not a matter of teaching. You may teach little tricks and dodges and so on, but you cannot teach discipline and control. Well, we are told that these incurables would under a system of training be gently but firmly diverted to some other occupation. Sir, I venture to doubt it very much indeed. Let us suppose, for instance, if I may be forgiven such a terrible assumption, that Professor Jebb after taking his brilliant degree had gone to one of these training establishments and

had proved a failure in discipline (which I am quite sure he would never have done), would he have been gently but firmly diverted to some other profession? Sir, I venture to think not; and if this is so I want to ask another question: if these failures in discipline among Public School Teachers can be thus completely eliminated either by eradication or by cure, why is it that we still find among Elementary School Teachers a certain proportion—I know that it is not very high, but it exists—who notwithstanding their having passed through what is no doubt a most excellent training are still more or less failures in point of discipline? Sir, I have dwelt upon these few points not so much because I dislike the whole idea of training, which is very far from my feeling, but because I do feel that we must certainly pause very long before we make any preliminary training a necessity for scholastic appointments.

Mr W. DYCHE (Association of Headmasters of Higher Grade and Organised Science Schools): Mr Vice-Chancellor, I speak on this subject from a rather different platform to that of previous speakers. I have had some experience of the training of teachers and of the way in which trained teachers work. I was for some time on the staff of a training college, and since then the whole of my experience has been in dealing with trained teachers. I have listened to Mr Sidgwick's remarks with a good deal of interest: those remarks have gone to the root of the matter. It is quite true that you must have varieties of training. Men may be trained in different ways and of course the kind of work which different teachers have to do in Public Schools will require different methods of training. I have no doubt it is perfectly true that when you are dealing with youths and not with boys training makes a great deal less difference. Probably the whole of the success of the teacher there depends largely in the first place upon character, and in the second place upon scholarship, but when you have to deal with younger boys then training is absolutely indispensable. A man may acquire experience, and often does, at the expense of his

pupils, but that is a very great pity, and a small amount of training would remove that great difficulty. Training may be obtained in various ways. In the Report of the Royal Commissioners there are some very judicious remarks upon the whole subject. With most of them I heartily agree. Training is not necessarily completed in a training college. If you go into the best types of Elementary Schools you will find that the headmasters of those schools devote a deal of their time to watching and criticising the newer men of their staff, and by that means they make the training of these men continue for a year or two after they have left the training college. Those who have that to do, know the very great effect of criticisms which are passed upon the teaching staff in that way. Training seems to me, as I have said, to be most indispensable when you are dealing with young boys: the younger your scholars the less you can do without it. One point is emphasized in the Report of the Royal Commission which I think states the case very fairly. Training will not make one of these incapable teachers who have been so frequently referred to into a capable teacher. Sometimes it will not even make him less incapable. There is a certain proportion of persons who cannot possibly by any means be made into good teachers; they have not got it in them; but if you take the ten per cent.—though that may be rather a high figure—if you take the ten per cent. who are born teachers they will do a great deal better for training, because after being trained they will be disposed to consult the experience of others than themselves. The middling sort of people can be made by training into fairly capable teachers; as to those who cannot teach at all the sooner they are left out of the profession the better for all concerned, including themselves. One previous speaker has dwelt upon the difficulty—I think I can sympathise with him—that arises in schools from the fact that the managers are afraid to do their duty in getting rid of these incapable teachers. The necessity of training in the methods of teaching is obvious; the methods of training may be very varied indeed, and one method, I think, should not be forgotten, and that is that

teachers should be encouraged to read books relating to their profession. I think it is pretty notorious that many of them do not. I read Mr Sidgwick's book on Stimulus some time ago and I was greatly delighted with it, and greatly helped by it. With one more remark I will close, and that is that in the Report of the Royal Commission this very pregnant sentence occurs: "the greatest benefit derived from teaching is to give the teacher a self-critical habit of mind which enables him to learn from his own mistakes."

The Rev. R. D. SWALLOW (Head Masters' Association): Mr Vice-Chancellor, Ladies, and Gentlemen, I have ventured to put myself before you this morning as representing the Head Masters' Association in order that I may establish, in the name of the Association, the fact that Head Masters of Grammar Schools, and of the other large town schools, are I think, with almost unimportant exception, in favour of some system of training for our Assistant Masters. We do not agree that the Training College is necessarily the best form of training. Dr Scott has spoken upon that point already, although upon another resolution, and though I do not accept everything that Dr Scott has said I think that, in the main, he expressed the views of the large majority of us. Mr Sidgwick—to whom we feel very much indebted for his paper—has divided inefficient masters into the Curables and the Incurables. What we feel is that this implies waste. The large Public Schools may be able to afford waste, but the smaller schools who keep hold of their pupils for a much shorter number of years than the larger schools do, and whose resources are less in every way, cannot afford any waste, and we, therefore, want to be able to discover for ourselves, if we can, whether a man is curable before we take hold of him, or whether we may dismiss him at once as incurable. With regard to certain remarks made by the President of Corpus, Oxford, I should like to notice two points (if I am not off my own question), one with reference to the previous resolution, where an objection to training was raised by him, as interfering with the

register, and keeping suitable men out of assistant and head masterships of schools. I should like to draw attention to the fact that our Association, in its resolutions upon registration, at its meeting in January, simply suggested, and resolved unanimously, that a due proportion of teachers in Secondary Schools should be registered. It would, therefore, leave ample opportunity for those who like to try experiments with untrained and unregistered teachers. More than that, Dr Fowler spoke of the way in which such registration would militate against the interests of a large number of undergraduates who want to go out into the scholastic world, I suppose to earn their daily bread. Surely, Sir, that is not the motive of our profession. More than that, I would venture to say that the profession is at the present time terribly overstocked. As the headmaster of a school of no particular distinction, and having no claim to be considered a particularly popular headmaster, if I lifted up my hand to-morrow for an assistant master without any special advertisement of a vacancy, I should have great difficulty in making choice from among many apparently suitable men. If we could weed out a few of those raw graduates who, with perhaps no very great merit beyond the youthful merit of infallibility, come into our schools I think we should do good to our profession. With regard to the premature character of this work, against which view I hardly like to speak as it was urged by so great an authority as the Head Master of Rugby, I think we can only find what the value of training is in our schools, when we have a supply of trained teachers to draw upon; and, therefore, I shall do everything in my power to support and to carry out, by means of the Association to which I belong, this very important resolution. But I would, before I sit down, if I may, appeal for training on even higher grounds than any which I have urged before. Is it too much to ask that the young men who are going to take in hand the education—I will not say the instruction: the education—of our youth should be content to spend after they have graduated, at any rate as long a time in preparing themselves for that work, as the doctor, or the solicitor is

content and willing to spend, in preparing himself for his very useful work? I most strongly support this resolution on behalf of the Head Masters' Association.

The resolution was then adopted:—

Ayes	95
Noes	6
	—
Majority.....	89

RECOGNITION AND PROTECTION OF EFFICIENT PROPRIETARY AND PRIVATE SCHOOLS.

MR H. W. EVE (College of Preceptors): Mr Vice-Chancellor, Ladies, and Gentlemen, the position I have assumed in the resolution I have the honour to bring forward is one that it is sometimes possible to attack without sympathy, and to defend without judgment; but I am sure that the academic atmosphere in which we are speaking will enable us to treat it with that sweet reasonableness which alone is the proper mood for approaching so difficult a subject. I do not think it is generally realised how completely the principle of private enterprise is an integral part of English education. It is not merely that a very large number of schools have been founded either by individual enterprise or combined enterprise, but even in the oldest foundations a very large part of the plant, namely, the great bulk of the boarding-houses, have been supplied by private persons, and still belong to them. Thus the system of private enterprise is completely intertwined with English education. We ought to remember too the very great part that private schools have played in the improvement of education. If the actual results at the present time are compared with the results, say, of 1868, it will be difficult to say whether the improvement is greater in private or in public schools, but in many matters the private schools and private enterprise have taken the lead. It should never be forgotten that it was a small association

composed mainly of private schoolmasters which inaugurated the system now developed in the local examinations, and that it was the same society that first attempted and has consistently promoted the training of teachers. Take another example. Perhaps the most important educational movement of the last twenty-five years has been the improvement in the education of girls. The establishment of the High Schools for Girls by the Girls' Public Day School Company is entirely a private enterprise. Considering what has happened in the past it is surely desirable that in every way not only should due precautions be taken for protecting the interests and recognising the position of existing private schools, but that room should be left for private enterprise to do as good work in the future for education as it has hitherto done. It will be possible perhaps to secure something by actual legislation, but I look more to sympathetic administration on the part of the central and of the local authorities. As to the ways and means the problem is a very serious one, and some very good suggestions have been made in the Report of the Commission with most of which I heartily agree. I would point out that a very large number of private schools can scarcely be affected by any authority, central or local. A very large number of them really belong to the class of non-local schools. The Boarding Schools at Ramsgate and Brighton for example would be much more affected by an improvement in the supply of ozone in London than by any Act of Parliament that could be passed. Among possible provisions in favour of private schools perhaps the most important are some which I think are not expressly mentioned in the report of the Commission. We have the authority of the Bishop of London for urging that it is not desirable to apply public money in giving Secondary Education below cost price, in giving for example to everybody at £9 an education the market value of which is £12. The money is far better spent in encouraging promising pupils whose means would not enable them to receive a good Secondary Education, and I am very glad to see that such public money as at present goes to Secondary

Education is mainly spent on that principle. There very often arises a difficult question as to the establishing of a new school. It is very easy to ruin a very efficient school by placing in its neighbourhood one under public auspices where a very little encouragement and a very little help would have made the existing school perfectly adequate. Of this a very important example was given before the Commission in the evidence of the Chairman of the Girls' Public Day School Company. At Swansea the Girls' Public Day School Company had established at the request of the inhabitants an efficient girls' school, which had gone on for some years and was working satisfactorily and prosperously. Under the Welsh Education Act a new girls' school covering exactly the same field was established. There was no tribunal to which the Company could appeal to have possible disputes settled; there was no kind of bad faith about the transaction; but the nett result was that the Girls' Public Day School Company had to shut up its school. Now, if a company with considerable influence is unable to maintain its school in the face of such competition a private person is in a far more difficult position, and there should be some provision for enabling the principals of efficient private schools to have their claims to recognition carefully considered when a new school is established. There is one other point that I would suggest and that is that valuable aid may often be given to efficient private schools by the loan of apparatus, and by the services of peripatetic scientific lecturers provided by County Councils and the like. I have, Sir, to move the resolution entrusted to my care, viz. :—

“That, in the opinion of this Conference, efficient Proprietary and Private Schools should receive adequate recognition and protection.”

Dr WORMELL: Mr Vice-Chancellor, Ladies, and Gentlemen, I rise to second this resolution. At this stage of our Conference a very few words from me will be sufficient. It is the less necessary to argue this resolution, at all events at any length, because after that charming and persuasive in-

troductio by the Master of Trinity you unanimously passed Resolution IV., and although that resolution has been slightly be-smudged this morning by Mr Sidgwick, I venture to think that the brightness given to it yesterday is not permanently injured, and that when the mud so playfully thrown is blown off, it will appear again. Two sets of facts come together here. In our country extensive division and subdivision of labour is the rule, and amongst the people wide differences of temperament and variety of talent exhibit themselves in different individuals in the process of acquiring the elements of education and in the awakening of faculty. It tends evidently to national prosperity, and indeed it is necessary, if all persons are to obtain occupation, that these different powers shall have opportunities of development to the fullest extent. I am not afraid of any consequences or conclusions that any of you may draw from these hypotheses. I have to press one. If time allowed, I could prove that the Private and Proprietary Schools of this country have assisted and are assisting in the provision of these opportunities. Experience, I think, shews that whenever a new need or demand for a product of labour, whether of muscle or brain, for which people are prepared to pay, is shewn, private enterprise is more sensitive and prompter to respond than any state machinery. Certainly that is so in education. Consequently private enterprise should be unhampered and unfettered, and those who have initiated good work should have the honour and should be allowed to enjoy the fruits of their labour. There should be no danger whatever that when speculation or experiment has reached the point of success, that the State or a County Council Committee led by a Mr Macan, or any other giant, should come in and ignoring the success crush the private enterprise by the superior forces at their command. I am very pleased to see that the principle which underlies these Resolutions IV. and VIII., which was stated and repeated with a great deal of emphasis in various parts of the Report of the Royal Commission, is acknowledged by the new Bill. Yet I am quite sure

you are right in putting down the particular proposition here by itself in clear terms, because we are so unaccustomed to think of private schools when we are legislating on education that I am sure many would not read them into the new Bill unless there is an explicit mention of them. Consequently I should like to see in clause 2 of the Bill (page 2, line 17), after the words "organisations for Educational purposes," the words "including the Private and Proprietary Schools of the country." There is just one minute more in which to refer to the Registration Bill. That gives a proposed constitution for a Registration Council. The proportions of the Council are the same as were recommended in the Report of the Commission, but here there are three sixes and there three fours; otherwise both proposals are equally symmetrical. In the third section, which refers to the Representation of Teachers, there are three twos, and the three twos, I think, suggest three constituencies. I would not hint at any serious amendment to this proposed Council, because a slight modification to my mind would make it perfect, and that slight modification would give great satisfaction to the private teachers, and would encourage them to register because it would insure for them a representative upon the Council. The three twos might thus be described: two persons elected by the registered teachers engaged in Public Elementary Schools; two persons elected by the registered teachers engaged in Public Secondary Schools; and two persons elected by all the registered teachers not included in the first two sections. If that were arranged, I am quite sure that there would be no enormous inequality in the three constituencies. A little inequality would not matter because each section would have its own representatives, and there being two in each part, there would be room for men and for women. With these few remarks I beg to second the resolution.

The resolution was adopted without discussion.

VOTE OF THANKS TO THE CHAIRMAN, HONORARY
SECRETARIES, AND COMMITTEE.

The Right Hon. JAMES BRYCE, M.P. : Ladies and Gentlemen, I hope you will permit me to give expression to what I believe to be the unanimous feeling of the Conference that we ought not to separate without according a very hearty vote of thanks to the Vice-Chancellor for presiding over this Conference. We are all agreed that the presence of the Vice-Chancellor as the official head of the University and the manner in which he has conducted our deliberations have very largely conduced to that success which has certainly attended it. I think we should like also to include in the vote of thanks the Secretaries who have rendered a great deal of excellent work, and those other gentlemen, whoever they are, who are responsible for the framing of the resolutions. The resolutions appear to me, Ladies and Gentlemen, to have been framed with consummate skill. They have happily avoided any question of ecclesiastical or political controversy so that even at a moment like this when upon some questions connected with education feeling runs pretty high, it will not be possible for those who argue for or against any particular pending measure to adduce any arguments in its favour or against it drawn from any resolution passed by this Conference. That is itself a triumph of skill, but I think those who have drafted the resolutions have gone even further because in those parts of our topic which are removed either from political or from ecclesiastical controversy, but which raise questions upon which educational opinion itself is divided, they have drafted the resolutions on judiciously broad lines and have thrown the weight of the opinion of the Conference on those points whereon the greatest agreement exists while relegating to the sphere of pious opinion and individual conviction those other minor though sometimes important points upon which as we know a great division of opinion does in fact exist. That, Ladies and Gentlemen, has aided I think a great deal the value of our deliberations, because it has enabled us leaving aside the details upon which the difference exists to

concentrate the expression of our opinion upon those points in which we believe the opinion of educationists to be almost overwhelmingly in one direction. On behalf of the Secondary Education Commissioners perhaps you will permit me to express the great gratification felt by them that the recommendations which the Commission made have in so large a measure obtained the approval of this Conference. I do not think, if I may be permitted to say so, it would have been possible to bring together a body of persons interested in education who could have been in any way more completely representative than the Conference, and its approval is therefore of eminent weight and value. We are all—if I may venture to express the feelings of those whose interest in education has drawn them from a distance—extremely indebted to the University for having given us two such pleasant and profitable days. We had in our discussion of yesterday just enough of what is called, sometimes charitably and sometimes cynically, human nature to give a touch of dramatic colour to discussions which otherwise might have lacked it, and to-day we have had a debate addressed to some of the most really difficult questions, such as those of Registration and the Training of Teachers on which real differences of opinion must exist; we have had a debate in which all the speeches have been relevant and which has been in the highest degree instructive even to those who have been thinking for some time past upon these topics. I believe that we feel that while there has been that difference of opinion upon some of these topics, there has been also in all who have addressed the Conference the obvious desire to obtain the largest measure of agreement, and in that way to smooth the path and add momentum to the efforts of those who will be responsible for legislative action in the matter. As we are individually grateful to those members of the University of Cambridge who have extended their hospitality to us and made our stay so agreeable so I think collectively we have reason to be grateful to the University and to you, Mr Vice-Chancellor, for the opportunity you have given us of being instructed and helped by the speeches we have heard: and we depart

believing that the Conference will be found to have added much weight to the movement for the improvement and development of Secondary Education in England.

The Right Hon. A. J. MUNDELLA, M.P.: Mr Vice-Chancellor, Ladies, and Gentlemen, no one else seeming to rise I have the greatest pleasure in rising to second the resolution which has been submitted by my Right Honourable friend. Everyone of us who has attended this Conference must have derived great advantage and instruction from the discussions which we have heard. My Right Honourable friend has put before us very accurately the result of the resolutions. There is no doubt we have all had the Bill in our minds although we have not been discussing the Bill, and we have expressed no opinions for or against it, but a good deal has been said that will guide us in our future discussions in another place. One thing, at least, I trust will result from this Conference, that we shall not be long before we have passed an efficient Secondary Education Bill, that the Universities will watch carefully over the working of that measure and keep public opinion up to a high ideal of Secondary Education; I trust also that when we meet again after the resolutions we have passed this morning we shall find in our Universities chairs of pedagogy—pedagogy described by Huxley as a science with a name—and we shall have the pleasure of meeting professors of that great science who will be able to assist us in our future deliberations. I have much pleasure in seconding the resolution.

Mr BRYCE put the resolution, which was adopted by acclamation.

The VICE-CHANCELLOR: Ladies and Gentlemen, speaking for myself and the Secretaries and for all the members of the Committee, I offer you our hearty thanks for the very cordial way in which you have received the vote of thanks proposed by Mr Bryce in such eloquent terms. I am sure it is very gratifying to all the promoters of this movement that we have had so large, so influential, and so successful a meeting, and I hope that valuable legislative results will soon follow.

The proceedings then terminated.

APPENDIX.

Owing to the limited time at the disposal of the Conference some members who desired to speak on the resolutions were unable to do so. They were therefore invited if they thought well to send communications to the Committee of Arrangements for publication in this Appendix.

I.

NOTE ON THE LOCAL AUTHORITY.

BY MR ALDERMAN WHITE,

Representative of the Norwich School Board.

My desire to say a few words arises from the fact that I can speak with an experience which has not yet been represented by any one who has addressed the Conference. With twenty-one years' experience of a large School Board, during nine years of which I have been its Chairman, having been for about the same length of time in active service in a Municipal Council, and having served as Chairman of a Technical Committee and as trustee of two Endowed Schools, I may be expected to take a view of the position (whilst not exactly like Sir A. Rollit's mayor who determined to be neither partial nor impartial) removed from any undue bias in any one direction.

I have, in common with other members of the Conference, a strong feeling against the suggested new educational authority, not because of any distrust of the ability of Borough or County Councils, but because I protest against putting this great question of Education on the same level as a Watch, Sewage, Paving or other similar committee; hence I favor an "Educational Board" elected *ad hoc*, having the entire control of Primary, Secondary, and Technical Education, with certain co-opted members added. On such a Board you would secure the services of the best educa-

tionalists of the district, who would feel the position and duties to be of sufficient importance to make it their chief work ; whereas if you have two authorities, few would have time enough in these days to devote to both, and you therefore materially impair their efficiency and influence. Moreover, a continuity of work would be secured under the united body which I think is most desirable. The difficulty of drawing a sharply defined line between primary and secondary must be admitted, and with two Boards in the same Borough this and other matters would certainly occasion friction. In my own city we have Higher Standard Schools taking some subjects which will certainly find a place in the Secondary Curricula, and we have the Higher Grade School which takes almost every subject which will be taught in a Secondary School, and the School Board having thus provided (and very efficiently) for a great public need will not willingly part with every fraction of this kind of work to a body not specially elected for educational purposes which will provide the same education under less popular conditions. Depend upon it the people in our County Boroughs especially, having once tasted the fruits of such teaching for their children and often at almost no cost, are not likely now to be driven into a more exclusive and costly education ; they have been taught that it is an advantage to the nation as well as to the children themselves that they should get this Higher Elementary instruction, and having learnt the lesson they will demand a continuance of the opportunities for practising it.

If, however, this dual authority is forced upon us, I should like to say that from my knowledge of Municipal bodies I feel quite sure they will very gladly avail themselves of co-opted experts to a reasonable extent as they have already done with Technical Education. In Norwich we have always had at least two or three such representatives, and we have recently agreed to accept a nomination from the Teachers' Guild when the committee is reconstituted in November.

May I in conclusion emphasize the point made by Sir A. Rollit as to the desirability of more of those directly connected with educational work serving on our Municipal bodies, so that the interests of this great work may be adequately represented ? None but those who have borne the burden can know how few there are who are willing to give the time necessary to master

educational work sufficiently to take an intelligent part in it, whereas if we had more experts they could as easily administer the duties as an ordinary business man can determine the merits of a paving scheme or settle a loan. As our Councils are at present constituted educational interests must suffer if placed in their hands.

II.

NOTE ON THE SECOND RESOLUTION.

BY SIR ALBERT K. ROLLIT, M.P.,

*Representative of the Association of Chambers of Commerce of the
United Kingdom.*

In my opinion the Local Authorities for Secondary (and Primary) Education should be the Town and County Councils. I gave evidence in favour of this Municipalisation of Education before the Royal Commission on Secondary Education; and, in my view, it is not only justifiable on *a priori* grounds but justified by the experience derived from the municipal administration of the Technical Instruction, Free Library, Science-and-Art Museum, and other general and private Acts of Parliament.

The Local Authority should act by and through a Committee appointed by itself, the majority of the members being municipal, and the remainder non-members of the Council, and some of them, as far as practicable, experts in education or teaching. The Committee should, I think, have statutory independence, *i.e.*, though it should report periodically to the Council, its proceedings should not require confirmation by that body. Otherwise, those in possession of knowledge and responsibility might be overruled by others who might possess neither, and external educational experts might refuse to serve under such conditions. Precedents for this exceptional status exist in that of the Watch Committees of Town, and the Joint Standing Committees of County, Councils. But the arrangement would, I hope, need to be only temporary, since I look forward, as one great result of the municipalisation of education, to the time when many more men of leisure and culture will join the Councils and take their part, as others do, in general municipal work, when external aid to the Education

Committees may become superfluous. I see no ground for the distinction made by the resolution between Town and County Councils, the former of which have had much longer existence and experience of local government than the latter.

III.

NOTE ON INTERMEDIATE EDUCATION IN WALES.

BY MR OWEN OWEN,

Representative of the University of Wales.

If time had permitted I should have objected to certain criticisms which Mr Glynn Williams of Bangor passed upon the system of Intermediate Education in Wales. Mr Williams deplored (1) the multiplication of small schools and (2) the absence of Head Teachers on the County Governing Bodies. It should be understood that the County Governing Bodies of Wales are not responsible either for the number of schools established or for their own constitution. These points were settled years ago by schemes that were framed by the Joint Education Committees under the Intermediate Education Act of 1889. With regard to the establishment of a great number of small schools, I have only to say that the policy has met with unqualified success. Having acted as Secretary to the General Conference of the Joint Education Committees of Wales and Monmouthshire for three years, I have adequate means of proving this assertion. One illustration will suffice. A small school in a thinly populated district has started with 35 pupils. It would be easy to prove that out of these 35 at least 20 would never have received Secondary Education had it not been for the establishment of this school. The same thing is true of the county in which this school is situate. Out of 300 pupils attending the Intermediate Schools of that county it is tolerably certain that at least 200 would never have found their way to any Secondary School at a distant centre. It is much too early to criticise the system of Education in Wales. There is abundant evidence, however, to prove that the success already attained has far exceeded the most sanguine expectations of Welsh educationists. It is the settled conviction of Wales

that no truly national system of Secondary Education is possible unless the schools are brought within easy reach of the children's homes.

As to the representation of Teachers on the County Governing Bodies, I think I may safely say that their absence is not due to any hostility to their claim. It was thought that the provision inserted in the schemes—that Head Masters and Head Mistresses should be consulted on all matters bearing directly upon their own department—was sufficient to secure the object in view. Further, the question of securing the presence of the Head Teachers for consultative purposes is now being considered by the various County Governing Bodies, and the principle is already acted upon in the County of Denbigh. On the Central Board established for the examination and inspection of Welsh Intermediate Schools, the Head Teachers will have a substantial share of representation. In discussing this question we should take into account the reluctance of public bodies to extend voting power to officials in receipt of salaries. If we take into consideration (1) the fact that the Teachers will undoubtedly in the near future be admitted into the County Governing Bodies for consultative purposes and (2) that representation has been accorded to the Teachers on the Central Welsh Board, I do not think it can be fairly urged that the claims of the Teachers are not likely to meet with generous recognition in Wales.

IV.

MEMORANDUM ON THE SIXTH RESOLUTION.

BY THE REV. J. O. BEVAN,

Representative of the Private Schools' Association.

On the Wednesday of the Conference whilst speaking upon the Sixth Resolution, I was compelled, at the sound of the bell, to slur over a few sentences I should have desired to utter in respect of the desirability of providing a Register of Secondary Schools as well as of Teachers. If the facts respecting schools and teachers in this particular field had been truly and com-

pletely before the Royal Commissioners, their Report would have been different in many ways.

Such a Register as I suggest is a desideratum, I feel sure, that would be equally useful and acceptable to all. May we be allowed to hope that the scope of the Registration Bill may be enlarged to admit of it? It can best be effected by a Central Authority like unto the proposed Registration Council. I am aware it is contemplated that the Local Authorities should prepare a list of all efficient schools in their district; but, in that case, the work would not be conducted or published on a uniform system, and would not include non-local schools or those withdrawn by the Head Master or Mistress from the supervision of the Local Authority.

Naturally, the initial labour would be serious, especially in relation to the thousands of private schools. Grammar and High Schools would present no difficulty, as lists of these even now exist in the possession of public bodies. In the elaboration of the complete lists, the Local Authorities would be enabled to render valuable aid.

It may be suggested that (1) all existing schools should find a place in the list, or (2) only those which had satisfied certain criteria of efficiency, according to their grade, or (3) those only which, on inspection, were found to justify the statements embodied in the prospectus.

Certain particulars might be given about each school, which would tend to make known its size, scope, and character. If this were judiciously done, a valuable guide would be furnished to parents, and this publicity would soon do its perfect work in bringing about the extinction of inferior types. In this way, too, a service would be rendered to efficient schools.

The cost of the proceedings and of printing would be covered by the sale of the completed lists, which would naturally be in great demand—these lists, if need be, being published according to districts.

V.

NOTE ON THE SIXTH RESOLUTION.

BY THE REV. H. P. GURNEY,

Representative of the University of Durham.

I should like to record my strong conviction that it is undesirable in the interests of education that registration should be made compulsory at first. I believe the measure will be found most useful, and considering the great competition in the teaching profession, I have no doubt that the great majority of teachers will endeavour to obtain enrolment, but a hard and fast statutory obligation, enforcing enrolment under penalties, especially if accompanied by compulsory training, might defeat its own object by keeping out some of the best men.

VI.

NOTE ON THE SEVENTH RESOLUTION.

BY THE REV. C. G. GULL,

Representative of the Head Masters' Association.

The general laudation of training for secondary teachers is rather remarkable in face of existing conditions. At the present time throughout England there are six men teachers undergoing training for Secondary Education. This fact scarcely justifies the enthusiasm of speakers who have declared the absolute necessity of making training compulsory by legal enactment.

I desire to suggest why it is that, in face of the enthusiastic consensus of opinion in favour of training, the practical work of the enthusiasts has hitherto produced only the *ridiculus mus* of half-a-dozen male students in training.

"Training" is a vague word; it covers three very different things:

- (a) A knowledge of the history and theory of education.
- (b) The practice of teaching under experienced superintendents in a specially adapted institution.
- (c) Experience in teaching.

Training confined to the first head would be interesting and might be valuable, but cannot be considered essential. Engineers tell us that an engine-driver with complete theoretical knowledge of every part of his engine would be afraid to drive it. But at least such knowledge can be acquired and can be tested by examination without any special teaching machinery, and it need not therefore be expensive.

The second head brings us to the *crux* of the whole question. Who is to be the presiding genius of the training institution? The mere theorist, without practical experience, would be, I submit, inefficient. The best men of proved experience are already engaged as heads of our great schools, and would certainly decline to leave their present work for such duties. The selection would have to be made therefore from the headmasters who had failed, or from the headmasters who had become worn out.

A still greater difficulty presents itself in the provision of the raw material upon which the prentice hands are to gain their skill under the superintendence of the presiding genius, when caught.

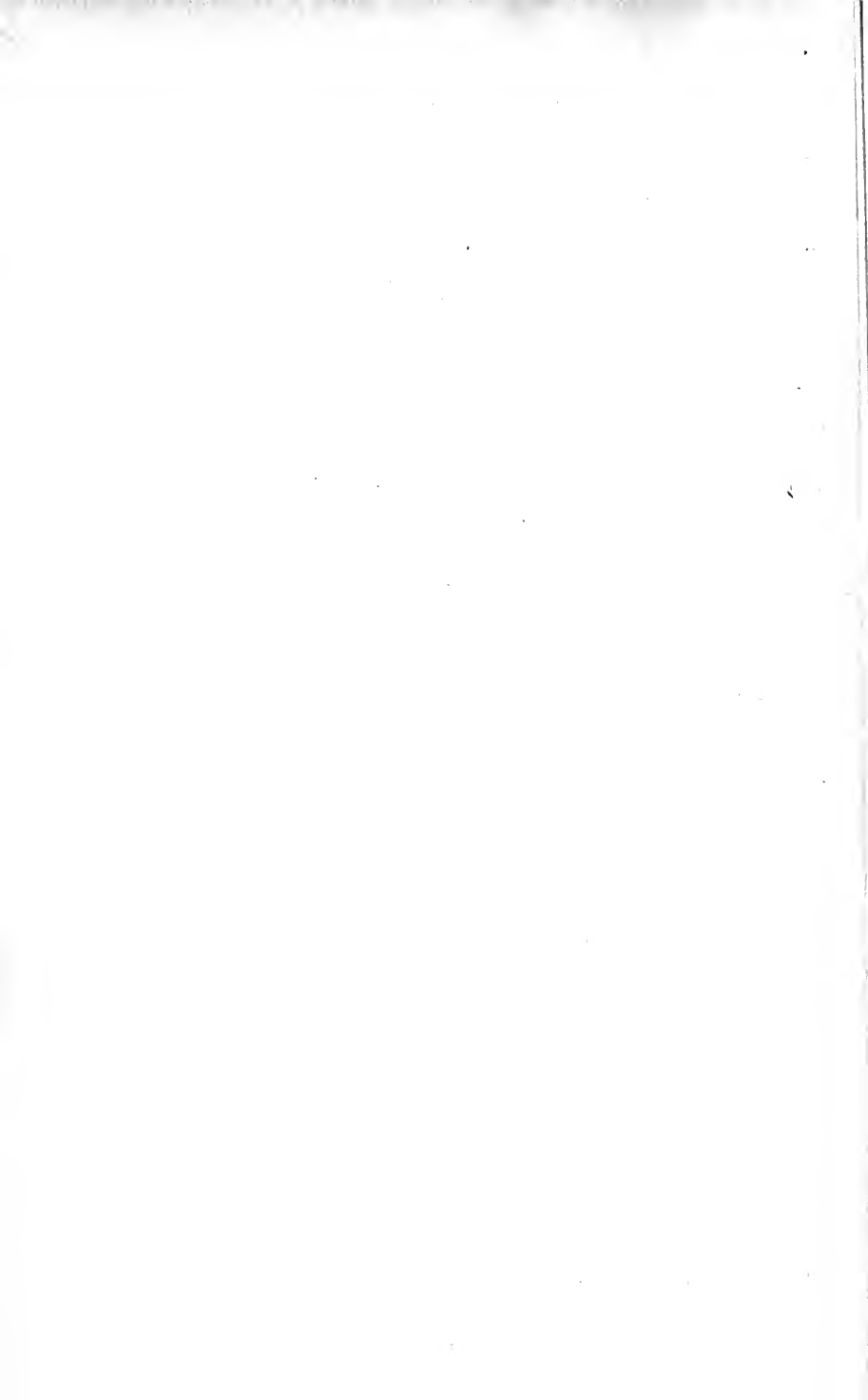
The complaint has been made that the training of masters under existing conditions involves the sacrifice of a generation of boys.

Is a sacrificial class to be permanently engaged for the purposes of the training college?

The practical difficulties suggested have been the probable cause of the neglect of the training so energetically supported in theory by its advocates at the Conference.

The third head, possibly combined with the first, seems to be the only possible solution. This has already been suggested in outline by Dr Scott. It is practically a system of apprenticeship for teachers who shall gain their experience in a series of school factories under various conditions, guided and controlled by experienced foremen. There is much to be said for this system, if it can be organised; even if the apprentices fail to gain much practical skill, they would usually at least discover something to avoid. But until the system has been sufficiently tried by experiment and its cost and practicability discovered, it seems to me absurd to proceed by legal enactment.





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